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Final Report
Mid-term Evaluation
Training for
Employment and Productivity Project
#505-0020
USAID Belize

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Foreword

The team wishes to express its appreciation for the complete support of the USAID mission in every aspect of this evaluation study. A special thanks is due Cynthia Franklin, Project Manager, who with her phenomenal memory guided us through the document search and data gathering and gave us many hours of her time in discussing the background and operation of the project. The support and hospitality of Mary Ellen Tanamly, the General Development Officer, was sincerely appreciated as was the interest and support shown by Mission Representative Mosina Jordan. Additionally the team wishes to thank David Evans of USAID/LAC Washington for his significant contribution to our efforts through his extensive knowledge of the TEP project and his keen insight.

ACRONYMS

AAT	Association of Accounting Technicians
ACCC	Association of Canadian Community Colleges
AMA	American Management Association
BCCI	Belize Chamber of Commerce and Industry
BEIPU	Belize Export and Investment Promotion Unit
BELCAST	Belize College of Arts, Science and Technology
BEST	Belize Enterprise for Sustained Technology
BIM	Belize Institute of Management
BNTC	Belize National Tourism Council
BTB	Belize Tourist Board
BTC	Belize Technical College
BTIA	Belize Tourism Industry Association
BVA	Belize Vocational Association
CARE	Cooperative American Relief Everywhere
CARICOM	Caribbean Community
CDSS	Country Development Strategy Statement
CIDA	Canadian International Development Agency
CSO	Central Statistical Office
CVSS	Council for Voluntary Social Services
CXC	Caribbean Examination Council
DFC	Development Finance Corporation
ESM	Escuela Mexico
GE	General Electric
GOB	Government of Belize
GPC	Guidance and Placement Centre
IESC	International Executive Service Corps
MED	Ministry of Economic Development
M&E	Monitoring & Evaluation
MOE	Ministry of Education
NDFB	National Development Foundation of Belize
NVTAC	National Vocational Training Advisory Council
OD	Organizational Development
OED	Office of Economic Development
PDAP	Project Development Assistance Program
PRIDE	Parents Resource Institute for Drug Education
PS	Permanent Secretary
PVO	Private Voluntary Organization
TEP	Training for Employment and Productivity Project
V/T	Vocational/Technical
VTC	Vocational Training Center
VTTU	Vocational Technical Training Unit
WVIT	West Virginia Institute of Technology

I. PROJECT BACKGROUND

A. COUNTRY CONTEXT

Since about 1984, the GOB has embarked on a development program emphasizing growth in the export and tourism sectors of the economy. The implementation of this strategy has been seriously constrained by a critical shortage of trained people in both management and technical areas, limited identification of employment needs and participation by the private sector in influencing training programs. Additionally, training facilities and resources have been inadequate to support these new development programs for fostering the expansion of exports and tourism. The overall goal is to increase productivity in these areas to enhance Belize's foreign exchange earnings.

B. TRAINING FOR EMPLOYMENT AND PRODUCTIVITY PROJECT

Out of these needs the AID-supported "Training for Employment and Productivity" (TEP) project was developed to provide the necessary resources for developing management, public administration and skills training programs for promoting the growth of export and tourism-oriented enterprises in Belize. The project consists of two major components: Private Sector Management and Technical Training for Export and Tourism Development - Belize Institute of Management (BIM); and the Government of Belize (GOB) Training for Vocational Education and Export and Tourism Development. This latter component has been divided into two parts, one for the Ministry of Education (MOE) and

the other for the Ministry of Economic Development (MED).

BIM was initiated to provide management training programs for business and industry but soon became dormant due to other commitments of its founder. TEP supported the re-establishment of BIM with expanded management training activities including training of managers and administrators for both public and private sectors plus skill training for industrial and tourist firms. The GOB component supports the capabilities of the MOE in vocational and technical skills training, enhancing the status of this area, strengthening planning, staff development and upgrading facilities. In addition, the GOB component provides assistance to the MED in support of assessing training needs for 12 GOB agencies and articulating these requirements with BIM to improve their management capabilities. Not all training, however, was carried out through BIM. Other technical assistance was arranged with MED outside of BIM and participant training abroad was also achieved outside the BIM component.

II. ASSESSMENT APPROACH

The Evaluation Team was divided into three groups with each addressing a component section as described below. The team consisted of four U.S. consultants and two Belizean consultants (identified by a B), organized as follows:

BIM Component: Dr. David Schrier and Mr. Raymond Fuller (B)
MOE Component: Dr. Paul Manchak and Dr. William Reynolds
MED Component: Mr. Thomas Oehrlein and Mr. Louis Lindo (B)

The report body which follows is divided into project component sections. Each project section has a series of sub-headings under which questions from the Key Questions list of the RFP are clustered in a logical arrangement. Under each of the major report headings the team indicates their findings based on information gained through a study of various reports and other documents plus interviews with people directly involved with the implementation or who have received training through the project. The findings are based on reasonably objective evidence while the conclusions represent the consultants' interpretation of the findings.

At the end of each component report is a summary of recommendations along with suggestions which will generate log frame revisions as appropriate and identify means of measuring outputs. Section IV, General Assessment, brings together the team's response to questions which relate to all the project components. Details of the methodology used in developing the report will be found in Appendix IC.

**III. PRIVATE SECTOR MANAGEMENT TRAINING -- BELIZE
INSTITUTE OF MANAGEMENT**

**A. THE RELATIONSHIP BETWEEN MISSION AND ORGANIZATION
(3, 4, 17, 18)**

1. Findings

Belize Institute of Management (BIM) has re-established itself as Belize's premier management training organization. Respondents unanimously agreed that BIM is a strong, effective and important organization. BIM is meeting demand in the sense that training targets are being met in both the public and private sectors.

BIM is designed as a membership organization and governed by an elected Board of Directors with input from an advisory board. BIM's operation is carried out with a full-time salaried staff consisting of an executive director, assistant executive director and administrative assistant.

During BIM's start-up period a relationship was utilized with the Belize Chamber of Commerce and Industry (BCCI). Since BIM did not have a legal status, BCCI could act as a liaison to the private sector, and BCCI would offer overhead usage such as offices and bookkeeping. It was BCCI/BIM that was responsible for negotiating and managing contracts with local entities. However, as BIM gained strength, these advantages became less valuable, and in some cases problematic. Problems such as excessive rent payments, control of accounts, and perhaps most importantly, the Chamber's declining leadership and representation of the full dimension of the private

sector, ultimately began to outweigh the advantages.

BIM's courses are well attended and often overbooked. This is a healthy indicator that BIM is meeting the demand. Training goals have been exceeded for both private and public sectors and participant evaluations are uniformly excellent.

2. Conclusions

BIM has successfully implemented its first phase strategic plan for achieving recognition, widespread acknowledged integrity, and penetration of the management training market. It is now timely, and perhaps a bit overdue, to turn another strategic corner into more segmented penetration of markets, opening-up of additional profit centers and active pursuit of long-term sustainability goals.

BIM should recognize that the new strategic direction requires less emphasis on a crisis-motivated overemphasis on short-term goals since these have been met, and a more relaxed work pace should begin. BIM is wise to seek additional independence from the Chamber both in relocating to new headquarters and through the character represented by the new sub-agreement.

B. EXPECTATION, NEEDS ASSESSMENT AND IMPACT (1, 2, 5, 6, 7, 10, 11, 12, 22, 23, 24, 25)

1. Findings

Instruction by both American Management Association (AMA) and BIM in-country trainers was reported to be uniformly excellent according to all respondents. AMA instructors were found to

present their subjects in a way that is relevant to the culture and business environment of Belize. Of concern in the participant survey (Appendix II A-1), which must be viewed cautiously due to the small number in the sample, is the question that points to problems related to training impact. The utilization of training was rated high by 35% of the respondents, average by 15% and marginal by 50%. The problem of impact is raised by one-half of respondents reporting marginal use of training skills.

The project requires that management audits be conducted of Government agencies under the Office of Economic Development (OED) component of the project and training need analysis conducted of the private sector. However, only the analysis requirement was met. An effort was made by a short-term consultant to construct a training needs analysis instrument for the private sector. The instrument was applied to several companies, then abandoned, perhaps because it was poorly constructed.

BIM has not targeted training for the private sector, export promotion or tourism. BIM has trained managers in the private sector; however, BIM has trained these people in management, not enterprise development or business subjects. Some business subjects, for example, marketing and business planning, were offered, though such courses are few compared to those provided in management. While considerable economic literature on Belize exists, the comparative advantages and conditions for its private sector growth are not available. This deficiency prevents targeting the development of industry-specific, i.e., tourism or

export enterprise development strategies.

The profile of private sector managers attending BIM courses is the business elite of Belize, the largest companies in each industry. Micro-enterprise training is handled very well by the National Development Foundation of Belize (NDFB) and the Belize Enterprise for Sustained Technology (BEST). The micro-enterprise population is very different from its small- and medium-sized business counterparts. Typically, micro-enterprise is the impoverished and frequently disadvantaged who have no employment alternatives. The section of Belize's private sector that has not been addressed is small- and medium-sized firms, roughly being defined as having from three to ten employees. This is the "gap" in the private sector not being targeted for training, and is the section of the private sector where employment generation is most likely to occur. These people tend to be driven by an idea or dream rather than desperation in the case of their micro-enterprise counterpart.

Regarding the specific areas of private sector tourism and export training, BIM does not have faculty for these fields and no direct impact on government in areas of export promotion and tourism was seen. In the case of tourism, the instructors in training for BIM are much more devoted to Belize Tourism Industry Association (BTIA) where Belize's real tourism training talent lies.

BIM did teach a Customs course. It seems that such a course, however, would facilitate import, not the long frame goal of export.

While some may say customs training impacts on tourism, most would say not in a direct way. This course, however, was provided in response to a request from BCCI and the Customs Department to help resolve a problem in clearing imported goods through customs. As such it demonstrates BIM's willingness to respond to specialized training needs. The very successful tour guide training program, a BIM/BTIA joint-venture, might give the wrong impression. BIM actually acted as a banker passing on USAID funds. This course was planned and executed by BTIA.

BIM has not pursued an export training role, private sector enterprise development, business, or tourism training. It simply has not chosen to develop faculty or give courses in these areas. BIM is, so far, a management training institute. As a result, one should not look for direct impact in enterprise start-up and expansion, tourism or exports as stated on the log frame goal and purpose statement. Such impact would not be driven by a management training strategy.

Finally, with respect to the effectiveness of training, it should be mentioned that there are no training rooms in Belize that are adequate in a professional sense. In all fairness to BIM, materials are also lacking for effective delivery of training presentation and equipment for producing training materials.

It is difficult to say how effective BIM is in meeting technical assistance needs. Descriptions of technical assistance in GE's October 1988 Implementation Plan are cryptic. Seven cases of BIM technical assistance are "summarized" where one describes

a lecture on self-esteem given at St. John's College and another the BTIA joint-venture in tour guide training. Neither of these could be considered technical assistance.

Further determination of need satisfaction would require asking these clients to determine the answers. No such feedback is built into the project. Where fees were charged for consultation, the 1987 total was in the \$4,000 Belize range compared to \$66,000 of seminar fees collected. It seems technical assistance so far plays a very minor role in BIM's level of effort at this stage.

Technical training is primarily for computer software application although computer repair, fleet control and inventory control were taught once. However, BIM has not really gone after the technical side of skills training. The faculty in that area does indeed seem talented to teach software application programs, but it has been mentioned that better equipped companies exist for this level of technical training. Finally, a substantial market does seem available to BIM although hardware for this purpose is lacking.

Where log frame outputs are quantifiable, such as 1,000 trained managers in the private sector and 350 trained managers in the public sector, the log frame works well. However, in general it is confusing and sketchy with very little means of verification as written. The assumptions and second level objectively verifiable indicators lack integrity insofar as their usefulness to guide a project evaluation. Do log frame projections compare

to outputs? A better question is, what are the projections? The goal and purpose statements are clear enough, but slippage in specificity and continuity begins soon after. The end of project status descriptions are valuable only if the rest of the framework backs them up -- but it does not. For example, in the following end of project status statement, "Private Sector Managers and Skilled Workers Trained and Applying New Skills and Knowledge," the researcher is unable to find supporting statements. These statements would ideally include objectively verifiable indicators, means of verification and assumptions. In this way, the end of status description is left hanging in space without dimension.

The purpose statement is for skills training to promote growth of export and tourism oriented enterprises in Belize. However, without management audits and needs analysis it is difficult to predict which skills are specifically needed and so far not present to promote growth. The goal statement is "to increase productivity leading to greater foreign exchange earnings generated from new and expanded export-oriented activities and tourism." The real assumption behind this is that government and the private sector are headed in the right strategic direction and only need to become more "productive" in order to promote growth. The words appear solid but do not lead to a connection between components in the log frame. Finally, as mentioned before, much remains empty in the framework.

2. Conclusions

One would gain less insight from management audits of business

enterprises than Government in Belize in the sense of generalization for a national training strategy. This is the likely reason that management audits were chosen for GOB and training needs analysis for BIM as this would be very helpful in the development of its enterprise development strategy.

One must draw the conclusion that there is no direct relationship between training in general and, management training in particular to log frame purpose and goal statements for enterprise start-up and expansion in tourism and export. Each would require more focused analysis to understand what bottlenecks exist for growth and where specific training strategies can be built for each. These courses would likely be within general subject categories specific to tourism, export, small business start-up and enterprise promotion rather than universal or applied approaches to management in the areas of planning, organizing, staffing, directing and controlling. However, productivity as mentioned before might be a relevant management training target.

Though even with productivity the literature suggests that interventions in the organizational systems combined with training have proven more effective.

The impact of the training is difficult to determine. Determining impact would require follow-up with trainees. The concept of follow-up should be to interview both trainees and their supervisor at pre-determined intervals. The small random sample conducted by the evaluation team found reports of training impact to be largely marginal. Where management audit is the basis for

design of performance referenced training, performance-based impact determination could take place. (See R. Mager's performance based training series published by Fearon Press). Follow-up interviews are important and fortunately they have become part of the work planned for the upcoming year.

BIM cannot possibly show a direct impact on the private sector, export or tourism if it does not have faculty in these areas. True, some business courses have been taught, but very few. In the case of business planning, one offering was cancelled; perhaps the other ran through heroic effort. BIM has simply not cultivated the private sector market.

BIM addresses the concept of private sector enterprise development, export and tourism for discussion during strategic planning retreats and Board meetings, and may indeed target one or more of these products in the future. Right now there is no evidence and until then, only spillover indirect impact may occur in these areas.

The ambiguity of the log frame accounts to a large extent for BIM's drift in terms of exceeding the number of public sector targets (see Staffing, Section C), some missing key public sector agencies or managers for training due to a lack of notice to agency heads, training in agencies outside a reasonable determination of the TEP target and emphasizing short-term training objectives at the expense of the long-term sustainability objective. Concepts need to be tied together at the top and end with a comprehensive monitoring and evaluation (M & E) component. These things do not

exist now.

The log frame ambiguity and lack of specificity provided limited guidance to General Electric (GE), allowing them to drop critical components from the proposal, e.g., the management audits to guide performance-referenced training, lack of instructor training strategy and long-term sustainability. Certainly BIM is well meaning and led by talented professionals; however, the original design of the project was handicapped by the log frame and subsequently, without the monitoring and evaluation component, reporting did not signal trouble either in GE's Implementation Annual Reports or USAID's Semi-Annual (log frame based) Report. For example, those look quite good, perhaps because impact is not tracked or because long-term indicators lack depth. This is particularly true of financial and faculty sustainability issues.

C. STAFFING (8, 9, 16)

1. Findings

BIM's staff works hard and long hours. While one might simply conclude they are understaffed, that would be too simple a response. BIM is staffed for teaching management to both public and private sectors, so much so that at the end of 1988 BIM is in excess of its four-year project goal of 350 trained managers in the public sector by a margin of fifty percent. BIM should also be recognized for being approximately 60% complete on its goal of 1,000 trained managers in the private sector. The bittersweet outcome of such effectiveness, however, questions the long-term

direction of BIM's staff efforts. The impact of GOB training has been questioned in previous sections. Respondent's close to BIM agreed that short-term objectives have been optimized at the expense of the long-term log frame goal and purpose statement.

Credit must also be given to BIM for the re-building of its image and penetration of the entire country for management education. Of course this was necessary and all would agree that BIM has been very successful in this sense. However, substantial slack in staff resources would result in reducing the public sector management training offerings.

The question regarding appropriateness of training can be answered several ways. In the market sense, the answer is yes, the training is appropriate as verified by the fact that courses are fully subscribed and often overbooked such as those for GOB customs. Another indicator would be the uniformly excellent ratings on training evaluations found in both course evaluations and the evaluation team's brief survey (Appendix IIA-1). However, the participants trained are outside the kinds of targets established by USAID in the public sector, both in numbers and agencies, e.g., limited numbers from the top levels and none from the "gap." As for the private sector, the large elite companies in Belize are the participants, not the section of the private sector likely to start new business or expand substantially.

The in-country trainers were selected informally through personal contact rather than by a systematic country-wide effort. BIM staff would agree that such a systematic recruitment program

would be useful, particularly because so far only a sporadic instructor training program has taken place. In fact, no in-country trainers interviewed had either taken or were planning to take the in-country Training of Trainers course (Appendix IIA-2). Very little attendance of either AMA taught courses or in-country trainer taught courses are observed by the 14 trainers in training. It appears that little effort was put forth toward establishing a systematic staff development program although there has been some training abroad. A reduction in management training program offerings for the public sector, which has already exceeded targeted goals, would free up time for staff training. BIM is not overstaffed, but there is a serious shortage of expertise in business subjects, enterprise development, tourism and export business to meet the log frame targets.

2. Conclusions

The sustainability problem in staffing is severe at the in-country trainer level. From the staffing point of view, if current practices continued without a strategic re-orientation, there would only be a sustainable ability to teach management subjects at the expense of other log frame goals and purposes. As mentioned before, this singular approach raises serious impact questions. Furthermore, if this pattern were to continue, even management training sustainability is further questioned because it is dependent on GOB counterpart funds which might be withdrawn at any time.

D. REVENUE DEVELOPMENT (13,14,15)

1. Findings

The review of BIM's financial reports and discussion with BIM auditor indicate that after two years of operation BIM is meeting under 30% of its spending from revenues it generates. The main revenue categories for the fiscal year 1987 were \$66,000 in seminar fees out of a total revenue of \$84,000. The remaining revenues were from consulting fees (\$4,000); membership (\$3,000); rental of equipment (\$1,800) and miscellaneous (\$9,000). The budget for the financial year 1988 revealed a marginal increase in revenues and a more substantial increase in spending resulting in a decline in the contribution revenue earned toward BIM's expenditures.

BIM has so far not experimented with raising seminar fees or cultivation of markets in other project centers such as consulting and rental of equipment. However BIM is scheduling fee hikes for 1989. The general consensus is that annual increases in fees should be at least 25% per year, or more if decided upon by the BIM Board.

2. Conclusions

While the evaluation team feels that increase in fees should have occurred earlier, the 1989 plan is still timely. BIM should target for at least a 25% annual increase in the percentage of its spending to be generated from its revenue (non-grant) sources so that by 1990/91 its contribution to its spending will near 60%.

BIM unfortunately does not segment its market niches through advertisement or product development. Expansion into

entrepreneurship training to the gap group will increase earnings as well as pursuit of other profit center products such as consulting and equipment rental. Raising prices may trigger a decline in demand for management courses, however that would be consistent with the recommendation to cut back on training to pursue the long-term goal of self-sustainability.

E. REVOLVING LOAN FUND (19, 20, 21)

1. Findings

A draft agreement for the operation of the Revolving Loan fund was prepared by NDFB and passed to BIM on 4 January 1988 to facilitate implementation. At present the document is still on hold and no use has yet been made of these funds. The Government of Belize wishes for these funds to be used on a revolving basis with drawdown on a phased basis.

BIM and NDFB have yet to develop a workable cooperative relationship essential for the smooth operation of these funds. Whereas NDFB has expressed strong interest and recognition of the credit and training needs of the "gap" category (small- and medium-sized businesses), BIM wishes to revise the concept of the funds both in terms of its use and the locus of operation. No training agency in Belize, including BIM, BEST nor NDFB, has developed a credible business training program for the gap category.

BIM's operation costs are well contained and can be reduced to help sustainability by the grant financing of a training center for BIM.

2. Conclusions

These counterpart funds are at risk and may be diverted to other uses by the Government of Belize unless there is early resolution of their need and uses.

The philosophical orientation of BEST and NDFB at the micro level is currently geared to a social orientation and not focused at the commercial level. Consequently, it will be easier to graft the business and entrepreneurial training required by the gap category to BIM's program than to NDFB or BEST. BIM, therefore, has a rare opportunity to grab this niche of the training market. The consultants are of the view that the revolving fund is still needed for use by the "gap" category. Therefore, BIM should actuate this account following a faculty development strategy in enterprise development.

F. CONTINUATION

1. Findings

It's quite possible that findings, conclusions and recommendations in this mid-term evaluation might cause BIM to make changes in its strategy. These changes may effect BIM's ability to complete the project by the original end date.

2. Conclusions

It is clear that BIM has developed into a very worthwhile organization with dynamic leadership. It should be able to meet and even exceed the long-range goals but may need additional support beyond the current project completion date. If at that

time BIM needs additional support to complete its long-range goals
the team recommends that it be provided.

SUMMARY AND RECOMMENDATIONS

A. THE RELATIONSHIP BETWEEN MISSION AND ORGANIZATION

No recommendations.

B. EXPECTATION, NEEDS ASSESSMENT AND IMPACT

1. BIM should acknowledge it has completed the phase where it has gained public confidence and train in areas that impact on log frame objectives within the private sector "gap" target. This concept is explained in later sections.
2. The log frame should reflect a deeper understanding than its assumptions that a 3-day course produces a "trained manager."
BIM might choose to respond to a more thorough delivery to the "trained manager" concept by implementing a certificate program. In the case of the new enterprise and enterprise expansion goal it should begin by the mapping of people in the "gap" target and development of customer profiles in order to reach them through direct mail. BIM should plan for sustained contact with entrepreneurs taking these courses and focus consultation strategies on these people as well. Peace should be made with NDFB in order to team up with them on credit programs where BIM would provide the training. BIM could train effectively to this population since NDFB training and faculty tend to cover micro-enterprises. Vocational education graduates should be able to attend enterprise courses.
3. Segment markets by niche and sell to each niche. Distinguish

- training in management, business, enterprise development and technical skills to individually target each with advertising. Course announcement is only part of an advertising strategy.
4. Redefine the requirement for the private sector need analysis. Contract for a private sector training expert with a specialty in training needs analysis to build a new instrument, one grounded in Belize's business reality and easy to administer. This should be done after BIM has mapped the "gap" sector for its penetration of enterprise development courses and before training programs are designed and scheduled. Ideally this would occur just after the mapping has occurred. Allow five weeks of a technical consultant's time, perhaps over two visits.
 5. Continue to seek independence from BCCI and find other ways to communicate with the private sector until BCCI finds a way to recapture a true role as representative of the private sector. Do not sell to micro-business targets in the private sector. Instead emphasize the "gap" target of small- and medium-sized businesses.
 6. Re-examine the constitution and include a broader concept of the mission than simply Management. Ensure that all members of the Board are elected as required by the BIM Charter.
 7. BIM should not try to achieve a technical training capability in tourism and export courses. Instead, BIM might possibly find the niche with BTIA and Belize Export and Investment Unit (BEIPU) for joint-venture in these areas. However, by

targeting the "gap" for business and enterprise development courses as a general training framework, a substantial amount of participants will be from the tourism sector and, to some extent, exporters. In this way those targets in the log frame goal and purpose statement have a better chance of being affected directly by training.

8. U.S. instructors should come to Belize two days before classes begin to familiarize themselves with Belizean culture and business/management environments. Time should be spent visiting the types of organizations represented by participant profiles. Perhaps trainers in training would be able to function as guides. Case writers could also function this way guiding the AMA instructor so that cases, or critical incidents, could be developed to Belizeanize courses.
9. BIM must find a way to have trainers in training attend courses taught by AMA trainers and then phase-in as co-trainer. If these soon-to-be-faculty are unable to do this now, they will not contribute to sustainability as faculty. A new systematic recruitment of trainers in training should be undertaken, where not only trainers are recruited but also the employer organization. Employers must agree to release time as community service to Belize, otherwise, even talented trainers are not useful.
10. A new Advisory Board should be formed as an informal group of advisors acting as individuals, not representing their organizations. Macro-policy makers should be avoided.

11. Build a permanent training facility for BIM with offices attached. This could be done where GOB provides matching funds through a land donation. It has been suggested that many other donors would provide matching funds. A permanent facility would not only raise the level of training effectiveness but together with BIM office space, impact beneficially on the sustainability issue by reducing a monthly rental fee for office space.
12. The letter attached details equipment requested by BIM/GE (see Appendix IIA-3) that is needed to increase the ability to deliver training services in a professional manner and Belizeanize courses through development of training materials.
13. BIM should either decide to target the private sector for enterprise development and business skills training, or drop business start-up and expansion of enterprises from the log frame purpose statement.
14. If BIM does not take on enterprise development and business skills training, they should drop tourism and export-oriented activities as well as enterprise start-up and expansion. If BIM does go ahead, start-up and expansion of enterprise should be separated from tourism and export activities. Let the entrepreneurs decide what is needed and where possible guide development of the tourism and export programs. No doubt tourism will be represented in training courses out of natural forces acting in the market-place anyway. Technical courses in tourism should be handled by BTIA; they will perform more

effectively and meet needs better than the Belize Tourist Board (BTB). Unlike BTIA, BTB does not appear to be an efficient agency to deliver training programs in tourism. Export goals need a non-traditional export concentrated program, not a 3-day training program. Export program development is a subject which alone has a scope of work as large as this evaluation project if it is to develop sensibly. Consideration should be given to USAID/Belize buying into the Promotion of Experts for Agriculture -- a project of the Regional Office for Central America Programs (PROEXAG ROCAP) for non-traditional agricultural export to complement USAID initiatives in Belize Export and Investment Promotion Unit (BEIPU) and Belize Agri-Business Company (BABCO).

15. Arrange for one month of technical assistance from a log frame specialist for revision and updating. This should not begin until BIM decides whether it wants to undertake enterprise development as this decision will affect the log frame. The log frame overhaul should translate M & E requirements into reporting formats for both USAID/Belize and GE.

C. STAFFING

Plan to decrease course offerings by at least 50% during 1989 to target work on long-term goals. Clock time generated from this would focus on the following objectives:

1. Develop BIM's total organizational capacity to train small business and enterprise development for penetrating the private sector gap by:
 - a. Bringing a BIM trainer up to speed as a lead trainer in entrepreneurship development. (Paul Morgan would be a good choice.) Such a person would begin by taking one semester of postgraduate study at Babson University during which four courses could be taken in small business and entrepreneurship. In addition this trainer-in-training would take Professor Kerchoff's seminar for entrepreneurship educators.
 - b. Prior to the BIM trainer leaving for Babson or after his/her return, purchase for the programs three state-of-the-art enterprise development training programs by pre-eminent contractors (make sure that the trainers will be key principals of the firm). Selected BIM trainers would attend each, together with trainers from BEST, NDFB and other private sector related training organizations. Denton Belisle of BEIPU has also expressed interest in attending. The goal would be to understand enterprise development and small business skills training; to create modified approaches for transfer to Belize; and to create a social network in a team building sense among trainers in Belizean organizations related to enterprise development. Each participant would be held responsible to create training designs relevant to their respective

organizations following each of the workshops. One suspects joint training program ventures would be forthcoming as a result of the close association.

2. Determine Additional Profit Centers for Generating Revenue
 - a. A consulting/technical assistance business plan should be developed. It would be based on a multi-tiered price structure considering three billing rates (senior staff, associate and clerical level) as well as overhead charges. Profile of clients would be determined, as well as product lines, marketing approach, sales goals and central path of the start-up and incubation of this new "product."
 - b. Equipment rental should be considered as a profit center. A market study and business plan should be conducted to provide for a decision by the director.

3. Technical Assistance

The following technical assistance should be used during the six-month period when BIM cuts back on short-term goals to focus on sustainability:

- o Expert in establishing consulting organizations, preferably someone with developing country experience to help BIM explore alternative strategies for building this new profit center (4 visits, 4-month scope).
- o Management training measurement expert to help BIM design and implement the impact survey (2 visits, 5-week scope).
(See Recommendation 4, Section III-B.)

D. REVENUE DEVELOPMENT

Recommendations are listed in other sections that are related.

E. REVOLVING LOAN FUND

1. Indicate to decision-makers controlling the revolving fund that faculty development efforts are underway to open a new market in the "gap" group. The entrepreneurship, enterprise development market targeted to the "gap" group will eventually make good use of these funds. This assumption holds NDFB to its word that loan decisions will be made in one day.
2. Following the formulation of the strategy for penetrating entrepreneurship and enterprise development (this plan will include faculty development and targeting of the gap for courses both displayed on a simple critical path), BIM should approach NDFB to work out arrangements. Roles would be agreed upon at this point. Some third party consultation might be appropriate if difficulty is encountered negotiating an agreement with NDFB.

F. CONTINUATION

Continued support is recommended in light of accomplishments.

IV. MINISTRY OF EDUCATION COMPONENT

A. STRENGTHENING THE VOCATIONAL/TECHNICAL TRAINING COMPONENT OF THE MINISTRY OF EDUCATION

1. Findings

The national plan for Vocational/Technical (V/T) Education is in final stages of development and the final draft is with the Education Officer for V/T Education. The plan is based on results of baseline surveys of the schools and a manpower survey conducted in 1986. The plan will be submitted to the Cabinet of Government. Implementation of project tasks under this component, however, has proceeded despite the delay in elaborating the plan. (See Appendix IIB-1.)

Although manpower studies have been conducted the data seems rather unreliable and at times conflicting. Given the size of the country and its limited industrial and commercial base, it is clear that large numbers of workers are unlikely to be needed in any particular trade. Current graduates often have difficulty finding jobs. This situation points to the need for a very flexible vocational training system.

Some parts of the plan are controversial and these elements will need resolution before the plan is finalized. The major area of contention relates to the cost aspects. Unfortunately there was insufficient time for the team to do an in-depth analysis of the plan, and the copy could be seen only in the Vocational/Technical Education Officer's office.

Although the National Advisory Committee membership is broad spread and has been identified, they have yet to meet since the Committee is part of the national plan package which has yet to be formally submitted and approved. Both the Chief Education Officer and the Permanent Secretary indicated that implementation of the advisory committee could move ahead and be approved separately from the plan.

The Vocational/Technical Training Unit was established and staffed by an Education Officer, secretary, and graphics technician. A building to house the office and equipment were procured. The Vocational/Technical Officer selected by MOE, Cecil Reneau, with assistance of the GE consultant, has in the short span of 2 years prepared a well thought-out plan for developing V/T education in Belize, covering the components considered essential to the establishment of a comprehensive vocational training system.

2. Conclusions

The Plan is generally well drawn. It might be helpful to separate establishing the policy and structure from the implementation plan. A phased five-year plan could then address the components and cost on an annual basis. The Plan is to some extent overly ambitious in relation to the planned expansion and lacks sufficient proof of the justification for the expansion in relation to job opportunities for high school graduates.

Given the unreliability of country manpower data, it is important that periodic studies be made in each community or region with strong participation of trade advisory committees to ensure

to the greatest extent possible that vocational programs reflect actual needs. TEP's relationship to the overall design of the vocational training system is not clear. Linkage mechanisms to pre-vocational career counseling programs in the last two years of primary school did not appear to be in place although some efforts are being made. The capability to respond to non-formal skills training likewise needs to be emphasized. A procedure for eliminating programs that are no longer responsive in meeting employment needs must be developed. Linkage mechanisms to assure responsiveness to private sector employers needs to be strengthened. Organizational development and related management functions are only partially specified. Various other aspects required to energize the vocational training delivery system are somewhat incomplete or lacking, as for example, curriculum development, testing and certification, salary adjustments, supervision, and provision for student services.

Even if the V/T Office were given a 20% increase in budget over current expenditures for vocational education, it is likely funds would be absorbed by the adjustment in teacher salaries alone. It is unknown at this juncture how much the implementation would cost nor how much MOE could increase the V/T budget, but there is no question that there are other competing needs that MOE must also address. Unless there is a major increase in the MOE's resources, it must be concluded that MOE will not be able to successfully and adequately support and expand into new vocational programs.

B. PERSONNEL DEVELOPMENT

1. Findings

Eighty-two teachers and principals participated in in-country workshops; 28 worked as interns in the private sector during the summer; 20 studied in the U.S. and Jamaica; 9 teachers and 3 administrators attended the American Vocational Association (AVA) Convention in 1987. (See Appendix IIB-2 for a listing of participants and types of training received.)

A "Memorandum of Understanding" between the MOE and West Virginia Institute of Technology (WVIT) was developed and finalized providing for a formal strategy that will enable teachers to pursue their certification through in-country training. The Belize Vocational Association (BVA) was formed comprised of Voc-Tech educators and representatives from the private sector, and two BVA conventions were held. A professional newsletter is printed and circulated quarterly. Four issues to date have been published. The section of the plan dealing with teacher certification has been drafted; salary adjustments will take place once the plan is approved by the Cabinet.

An informal survey was conducted as part of the mid-project evaluation to ascertain participants' opinions about training received. A copy of the instrument used and a summary of survey results are contained in Appendix IIB-3. Conclusions based on the survey results include: (1) courses offered in Belize seemed to be valued by trainees; (2) West Virginia educational programs were

valuable and effective; (3) internships provided practical training and resulted in increased skills; (4) BVA participation was considered as an effective means for exchanging ideas; (5) AVA conference and school visits were very worthwhile in generating ideas; and (6) that these activities improved the status of vocational teachers as well as their motivation and teaching capabilities.

2. Conclusions

MOE has exerted considerable effort in meeting the needs of the vocational educators, teachers and managers throughout Belize. The V/T Office plays a critical role in delivering various support services and in providing leadership in meeting approved MOE goals and objectives for V/T education. TEP goals and targets regarding personnel development have been met or exceeded. Funding through TEP has made possible the use of a wide variety of personnel development and professional enhancement activities.

C. PROGRAM DEVELOPMENT PACKAGES (31, 28, 29)

1. Findings

Baseline studies have been conducted of facilities and equipment status. Training was conducted regarding establishing and using craft committees. The national plan addressed a system for inventory control. Some steps were taken to increase security through bars on windows and through other means. Equipment was/is being provided to 9 schools/programs for upgrading (See Appendix IIB-5). This is in excess of the log frame target which called for

equipping two schools. The Project Management Team decided that the scope of the MOE component would be expanded to include all 9 schools. Priorities for procurement were set by the plan based on baseline and manpower surveys.

Five new programs are in various stages of completion. Radio/TV Repair, Catering, and Diesel Mechanics have been initiated. The A/C and Refrigeration program and the Computer Lab (Business Studies) have curriculum and equipment specifications drawn. Occupational standards are being developed as part of the package for each of the five new programs. Log frame targets called for development of occupational standards and training specification for 10 basic trades.

There is a serious space problem in some of the schools. Facilities are in obvious need of maintenance. Tools and equipment are old, worn, or non-existent. However, obtaining local supplies does not seem to be a problem. Significant problems have been encountered in procuring equipment and supplies from abroad. Procedures specifying responsibilities for the procurement process have recently received a good deal of attention.

2. Conclusions

Most of the subjects were being taught because MOE believed at one time or another that they would help the economy, according to one interviewee. They do not appear to be based upon either realistic manpower data or business/industry craft committee contacts. As noted previously the numbers of skilled workers

required are limited by the size of the economy.

Linkages between the levels, courses, and institutions are not apparent. Security of tools and equipment need to be further strengthened through training teachers in shop organization and management courses. Craft committees should be mandated by the Plan. Consideration should be given to a curriculum that offers training programs cutting across several skills to produce general mechanics if demand can be established. Entrepreneurship skills should be integrated in all course offerings to facilitate small enterprise development.

Procurement of equipment and other commodities outside of Belize is a slow process; however, it should not have been totally unexpected. GE should continue to try to shorten the time required and attempt to resolve other problems that hinder efficient procurement procedures.

Except for the five courses that have been added, the contribution of TEP in reshaping vocational training program design is not clear. Phasing out "non-responsive" courses, developing a system for how new offerings will be added, providing a uniform system of curriculum and instructional materials development stand out as high priority concerns.

D. STUDENT SUPPORT

1. Findings

Approximately 2,000 students are enrolled in schools currently receiving some form of assistance through this project. There

have not as yet been any graduates from the new programs. Numerous efforts have been exerted to address sex equity including the development of promotional materials, placing articles in the Vocational Educator and in student placement for V/T programs. Most teachers were alerted to the project efforts and requested that they obtain information that will help the MOE provide V/T programming that is free from sex-bias and/or sex stereotyping. High schools receiving funding have enrolled females in traditional male programs and vice versa. Females are enrolled in auto mechanics and the building/construction trades while males have been enrolled in business studies and home economics.

Working together with the high school principals, the Vocational Technical (VTTU) unit has plans that are intended to encourage a rise in handicapped enrollments. In the future, the Education Officer for V/T Education will be advising high school principals on building modifications and other facility improvements that will encourage campus and classroom mobility.

A number of attempts at starting a student organization were made including discussions with teachers and principals; and through articles placed in the Vocational Educator. Currently, materials have been acquired that will be useful in instituting student clubs.

Two graduate surveys were conducted during the project, the BTC classes of 1984 and 1986 and the VTC classes of 1984 and 1986. The results are included in the Plan. The 1987 Belize Technical College (BTC) and Vocational Training Center (VTC) graduate survey

was initiated.

Guidance and counseling services for V/T students are for the most part limited to informal interaction with teachers and other school personnel. Occupational placement services are not evident and apparently not available to students in any of the schools.

2. Conclusions

Articulation and linkage among the variety of programs and levels is weak. Student services such as guidance, counseling and placement are non-existent or severely limited. Follow-up activities, although somewhat in place, need to be strengthened. Interaction and feedback from employers who hire graduates is limited. Although there are no graduates from TEP-supported programs at this time, the numbers of skilled and semi-skilled workers receiving training through TEP-supported activities have met or have exceeded projections contained in the log frame. Follow-up data available for previous periods indicate a weak relationship between training received and getting a job related to the training. Efforts toward sex equity are ongoing with much dependent upon the principals scheduling of their respective students and the students' desires to move into non-traditional areas of study and subsequent work. All principals of schools offering V/T programs are aware of the MOE intent to remove all restrictions from program entry based on the sex of the individual. Publication efforts of the VTTU indicate assurance of the MOE's commitment to sex equity through illustrations reflecting male/female enrollments in non-traditional programs and

by stressing open enrollment availability.

These efforts concerned with sex equity are exemplary first steps; however, they appear to be primarily initiation of actions only. Without follow-up and the setting of targets the initiatives may be short-lived.

The V/T unit has begun collecting information on shop and facility planning including modifications for the handicapped. This material is available for those managers requesting such information. These activities represent a good first step. There is a need for a planned follow-up to assure that implementation will occur.

E. IMPROVING THE PUBLIC IMAGE

1. Findings

The development, printing and distribution of nine V/T program brochures and a viewbook representing BTC and the VTC have been completed. Other efforts at publicizing V/T education include: (a) conducting a national convention for V/T education; (b) publicizing V/T education and convention activities through the television and radio media; (c) sponsoring a float in the Independence Day parade; (d) speaking engagements at graduation exercises; (e) personal interest stories on C. E. Reneau and others in the department; (f) distribution of the Vocational Educator to private sector establishments; and (g) involvement of private sector personnel on local craft committees.

2. Conclusions

The initial efforts exerted have been fairly extensive, however much more needs to be done particularly in respect to sustaining and reinforcing earlier activities initiated. The efforts noted above suggest that the goal of raising the status of skilled workers and vocational educators is being adequately addressed.

SUMMARY AND RECOMMENDATIONS

A. STRENGTHENING THE VT COMPONENT AT MOE

1. The national plan is the vehicle intended to "energize" the vocational training system at the national level. Although it appears to be comprehensive, a critical review of the Plan is necessary at this time. It is essential that MOE submit a copy of the national plan to USAID as soon as possible so that it may be reviewed and discussed with the VTTU officer. Since TEP support is being provided for this effort, USAID should be informed in order to access achieving established goals. In addition to covering the various aspects (as described in the conclusions of this report) of the vocational training system, it is essential that the plan specify how components of the plan will be carried out, as for example through a year-by-year actionable plan. Fiscal/budgetary requirements needed to carry out provisions of the plan should be included.
2. If it is government's intention to fully develop the country's human resources to become productive citizens it is imperative for MOE to develop a system of funding for vocational programs on a per capita basis and to discontinue the present haphazard way in which secondary schools develop instructional programs that are intended to develop job entry level skills. Further, a long range plan (5-year) based on budget requirements and specifically laid out to show growth in incremental steps should be developed.
3. The National Advisory Committee should be activated

immediately and members should participate in the review of the Plan even if this slows the approval process. It is important that they have a significant advisory role to ensure that the plan reflects the needs of business and industry and is in harmony with other educational needs. Their "buy-in" and support of the plan will lend status to its content and acceptance.

4. MOE has issued statements on the new thrust in vocational/technical education and training as is evidenced by TEP. The development of manpower resources will be addressed through programs at the primary (pre-vocational), secondary (entry level) and tertiary (technical and professional) levels of Belize's educational system. In support of this concept it is recommended that the post of Education Officer Vocational/Technical Training be placed on line with and given the authority equivalent to the Principal Education Officer's post (primary, secondary) as shown below.

CHIEF EDUCATION
OFFICER

PRINCIPAL ED. OFFICER PRIMARY	PRINCIPAL ED. OFFICER SECONDARY	PRINCIPAL ED. OFFICER VOC/TECH
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Further, MOE should continue to develop and maintain the V/T Office by providing other staff support needed to carry out the responsibilities of that office.

B. PERSONNEL AND LEADERSHIP DEVELOPMENT

1. Teacher training and skills training (internship) should be required for V/T teacher certification. Special training abroad should, where appropriate, be used as a lever to reward teacher/principal achievement. Teachers/principals should be made aware of the criteria for selection. Salary increases and other forms of recognition should be linked to teacher and principal participation in MOE-sponsored training.
2. Special provisions should be made to assure continuation of support for long-term training. Where possible, training plans should be directly and specifically linked to the development of technical skill proficiency. Attaining a baccalaureate degree as part of this training should not be a primary goal of the training. For leadership personnel, however, the opportunity to obtain a baccalaureate or master's degree may be important. Long-term training funds should also be utilized to increase the proficiency of key actors at the VTTU unit office level. Personnel in this office need skill in such areas as V/T finance, evaluation impact, organization development, management, human resource development and curriculum development, especially in regard to competency-based programs.
3. MOE needs to develop support mechanisms designed to sustain the momentum participants gain through training and through participation in leadership activities. Emphasis needs to be placed on assistance to carry out and implement the things

that were learned, as for example, through increased supervision and follow-through on providing equipment and materials.

4. In establishing personnel development and leadership activities, MOE needs to be cognizant of the need to develop Belize's capability to provide its own teacher training activities in the future. Teachers should receive training in small business development and vocational guidance. Also, MOE support for BVA needs to continue and to be strengthened. A means should be found to provide BVA with a part-time executive director.

C. PROGRAM DEVELOPMENT PACKAGES

1. Sound justification for offering vocational courses in various schools is often not available. Existing programs should be analyzed and adjustments made where necessary. Courses which fail to provide employment opportunity should be eliminated. New courses should be added only when employment opportunity can be verified. All student courses should contain training on the development of entrepreneurship skills. USAID should not become involved in the expansion of the current system unless a sound justification linked to employability exists.
2. Programs and training facilities should be flexible in design, taking into consideration the relatively small numbers to be trained in a given trade. It may be necessary to have more

general type shops where training small numbers in several areas can operate concurrently. An example would be a shop that provided training in welding, auto body and machine shop. Much of the equipment needed would be used in all three areas thus reducing cost. This approach, however, requires a teacher with multiple skills and qualifications.

3. Vocational/technical student learning materials and teacher reference materials should be specified through the adoption of an approved materials lists. Trade standards and competency-based systems should be an integral part of all new courses that are developed. A schedule to update existing courses to meet trade standards should be developed.

D. STUDENT SUPPORT

1. MOE needs to emphasize and strengthen follow-up activities, for example, through (a) establishing an exit interview before graduation; (b) securing two current addresses for mailing; (c) establishing an Alumni Association in each school to assist with this task; (d) developing annual events for recent graduates; and (e), through gaining more involvement from principals and teachers.
2. MOE needs to accelerate the plans for instituting a system of student clubs.

E. IMPROVING THE PUBLIC IMAGE

1. A more broad and sustained public relations approach needs

to focus on junior secondary and secondary students, their teachers, and their parents.

2. An initial overture targeted at the public and private sectors, as recipients of the graduates of vocational training programs, needs to be made. Resources of the Curriculum Development Unit should be used in these efforts. TV production equipment should be acquired in order to facilitate production of locally-made clips.
3. Brochures, pamphlets, and posters need to be produced and circulated. Particular attention must be paid to the production of first-rate, high-quality products.

F. CONTINUATION

Given the excellent efforts of the VTTU and the very positive results, continuation of the support is strongly supported.

V. MINISTRY OF ECONOMIC DEVELOPMENT COMPONENT

A. TEP OBJECTIVES IN RELATION TO CURRENT GOB POLICY
(55, 56)

1. Findings

The target agencies (ministries, departments, etc.) were selected because of their importance to and/or interrelationship with Tourism and Export Development. There was agreement among target agencies interviewed that the focus of the project was in keeping with the GOB policy. (See Appendix IIC-1 for list of organizations and persons interviewed.) However, two agencies suggested that other areas (roads and communications) were also critical to both tourism and export of agricultural products.

The policy of transferring personnel between ministries, especially at the middle and upper levels, was not perceived by the target agencies as a significant problem. It was considered generally as a problem at the support level. In the case of one Permanent Secretary (PS) who had been transferred, it was felt that the transfer was beneficial in that past experience in another ministry was actually complementary to effectiveness in the new post. Attrition was, however, perceived by most agencies as a serious problem. Loss was generally to the private sector and interpreted as due to a perceived lack of growth opportunity within government. All agreed that the TEP project would reduce attrition insofar as it demonstrated an increased awareness of the need for staff development and growth on the part of the GOB. One PS felt that the lack of mobility opportunity within the GOB along

with non-competitive salaries were prime causes of attrition. Another PS felt that any loss of government personnel to the private sector (not abroad) had a positive impact on development.

2. Conclusions

The objectives of TEP, as understood by those interviewed, reflect current GOB policy. Target agencies did not feel that transfers between ministries compromised the overall objectives of TEP. Most agencies did not feel that attrition was a deterrent.

B. MANAGEMENT TRAINING NEEDS ASSESSMENT (41, 42, 43, 44, 45, 46)

1. Findings

The management audits slipped from the project when initial reaction from the GOB was resistance to the concept. A decision was reached to apply the training need analysis instead. Discussions with BIM, USAID, and GOB reveal that a complete explanation of the audit was not presented at the time the decision was made and perhaps to some extent it is suggested that the decision was not based on informed choice.

Most of the agencies (one exception) felt that the needs assessment reports contained appropriate information. As the Permanent Secretary from one agency was absent during the assessment, he felt that errors and omissions occurred. However, he did endorse the report as a useful document.

Several comments regarding improvement concerned the relationship between the report, the training programs offered, and their utilization by the agencies. To obtain information on this aspect of the program, the consultants have extracted from the 12 Management Needs Assessment reports (see Appendix IIC-2) the recommendations regarding managers by position/title to be trained, and the courses recommended. (See Appendix IIC-3 -- A Comparison of Assessment Needs.)

A summary by agency of the number of managers recommended (492) and number of courses recommended (313) is included in Appendix IIC-4. Course attendance at BIM seminars by agency (through Sept. 30, 1988) is shown in Appendix IIC-5 (pps. 1-10), and results are summarized and analyzed in Appendix IIC-5. It should be noted that significant differences exist between agencies in utilization rate (ranging from 0% to 125%). No attempt was made to match course title recommendations with courses attended. Summaries and analysis of training by agencies, BIM, non-BIM and PIO/P are also shown in Appendix IIC-5.

Despite limitations (generally, felt-needs versus performance deficiency based needs), it is felt that the assessments did provide a potentially useful guide. However, the assessment recommendations have not yet been adequately addressed (see Appendix IIC-5) qualitatively and probably by topic as well. It should also be noted that most of the course attendees (82%) were employed by target agencies.

The recommendations contained in the report generally concur

with the individual agency's or with the Establishment Department's assessment of training needs as usually the same methodology (interview and discussion) and type of questions were used by both in establishing needs.

Most of the training offered by the Establishment Office relates to government service procedures and regulations and are not in conflict with BIM offerings. However, there does not appear to be an attempt to limit attendance to those target agencies (12) or to be an attempt to limit attendance to those courses for which pre-defined need exists. However, some course attendees (Central Veterinary Laboratory, Ministry of Health, General Post Office, National Fire Service, Lands and Survey Department, Community Baboon Sanctuary) do not appear to be directly related to tourism or export development, or are not on the original priority list.

2. Conclusions

A training assessment through needs analysis is not the best approach in the case of GOB agencies and it should be determined how the management audit slipped and what will be done about it. True needs for management training are determined by analyzing and auditing organizational performance deficiencies, then isolating which segments of performance problems are caused by skill deficiency. The Management Training Needs Assessments did contain appropriate information. Future assessments could be improved by developing the capability of government agencies to relate these needs more directly to objectively measured

performance deficiencies.

There does not appear to be an evident direct relationship between needs assessment and course attendance by agency personnel, that is, an identified need does not appear to be a pre-condition for course attendance. However, course offerings by BIM do appear to be in general accord with the needs assessments. In short, inappropriate courses are not offered.

**C. IMPACT OF TRAINING AND TECHNICAL ASSISTANCE
(38, 39, 40, 47, 48, 49)**

1. Findings

The immediate response of all agency personnel interviewed was that TEP programs had made a positive impact in improved management skills. However, with further discussion regarding additional evidence beyond initial positive reaction of graduates, most volunteered that it was really too early to determine impact until annual performance reviews were completed at the end of the year, especially for management development courses.

The Establishment Office indicated when asked the same question that the presently used performance evaluation forms are not properly designed to elicit appropriate responses in this regard. The evaluator may make special comments regarding an individual officer's management weakness or skill. However, if a deficiency had not been noted in the previous year's evaluation, "baseline" performance against which to measure impact would not be available. Nor would it be an easy task to revise the form to

assure objective evidence of "impact." The impact of some courses, such as "Word Perfect," is immediately obvious.

There appears to be an increasing awareness on the part of all agency managers of the need for training in general, for more in-depth training, and for special consultant training programs. Several have indicated that 2-3 days is not enough time and that many of the 2-3 day courses should be expanded in time, i.e., divide the course into several units spread over a longer time period so as to provide adequate time for understanding.

An expected phenomenon that appears to be developing is that every course generates an awareness and desire for additional courses on the part of most participants.

All agency management personnel interviewed stated that short-term consultants (management training needs assessment, regular and special BIM courses) have provided effective and relevant assistance in determining and meeting training needs. Two departments have made limited use of the BIM courses, apparently because of a lack of understanding of the services available during the initial stages of the programs. In both cases communication links have been established and BIM courses have been attended in recent weeks.

Some of the additional benefits that have resulted from BIM services and courses include improved morale, improved attitudes, increased motivation, greater understanding and awareness of the need for training. Others emphasized the great importance of

contacts with other professionals attending courses both in-country and abroad.

The Ministry of Agriculture emphasized the increased credibility and effectiveness of their extension agents in their contacts with farmers.

Most agencies stressed the increased awareness of participants of their capability, limitations and career goals as a result of informal contacts with other officers at BIM courses, especially private sector participants and other professionals they met abroad.

Many of those interviewed emphasized the dedication, competence and general effectiveness of the MED long-term advisor.

The Customs Department was, with limited BIM assistance, able to design, develop and conduct an effective course, taught by their own staff for customs brokers, BTIA members, potential investors and other private sector participants.

Although objective evidence, as revealed by performance evaluation results, was not available, all agencies interviewed feel that there has been a noticeable increase in efficiency and/or effectiveness of officers who have attended BIM courses. All have asked for more of the same courses as well as advanced courses.

2. Conclusions

All agencies interviewed appear to be convinced that the technical assistance made a positive impact and that course content was appropriate and long and short-term advisors effective. Additional services were provided by the long-term advisor that

substantially enhanced the program's effectiveness. Numerous additional benefits were apparent in addition to the general effectiveness of the various training programs.

D. TRAINING PROGRAMS (50, 51, 52, 53, 54)

1. Findings

Our interviews with target agencies confirmed that key officers had attended training courses despite some difficulty in sparing some officers for certain courses. In fact, five officers at the PS level or equivalent and numerous department or section head level officers have attended courses. All responses indicated that the training programs have met the criteria established in the Project Paper.

If success is measured by participant and manager response, all courses were successful. Objective indication of performance change must await development of a more adequate evaluation system which includes increased knowledge of the evaluation process, adequate definition of performance requirements and objective standards of performance measurement.

Most agencies feel that the courses didn't go far enough. Several recommended that course duration be increased to adequately cover present content. There is also substantial interest in additional courses locally and especially at interior locations as well as advanced level courses that build on some of the present courses. One positive product of the present program is an increased awareness of the need for additional training. Several

agencies have expressed the need for short-term consultant assistance in helping them define their new requirements, develop new courses and/or conduct them. There was no evidence or suggestion from the interviews that more could have, or should have, been accomplished with the available budget. Despite the general satisfaction on the part of the recipients of training programs regarding cost effectiveness, it is evident that, in the larger agencies at least, more emphasis should be placed on assisting them in establishing their own capabilities to more objectively define requirements and conduct training programs. The positive experience with Customs can serve as an effective model for cost-effective duplication or self-sufficiency.

2. Conclusions

GOB officers are being trained, generally in accord with established criteria, but they are not necessarily from the 12 target agencies (only 48%), nor are the courses attended necessarily related to assessment needs. A need exists to expand the geographic coverage, variety and level of course offerings and services as well as to begin to build self-sufficiency and focus on the identified needs of the 12 priority agencies (see Appendices IID and IIE).

E. CONTINUATION (57)

1. Findings

All of the agencies interviewed desire that the training needs assessment be continued beyond the original two years. Some

emphasized that the outside assessment should be of a continuing nature -- perhaps at 2 or 3-year intervals. However, the Establishment Office complained that agencies would regularly agree to training needs when asked by an Establishment representative but that budget allocations were never adequate to cover agreed upon needs. They suggest that this accounts for maximum utilization of TEP by some agencies. One agency that agreed to the need for continuation of the assessments felt that more effort should be devoted to follow-up studies of graduates as well as coordination with lower levels (beneath the PS) to assure that assessment recommendations are implemented and effective. Most agencies were supportive to extension of assessment services to other ministries. One PS felt that the present priorities were appropriate and did not favor expansion. Others would prefer additional forms of assistance (laboratory and test equipment). Some "late starters" (Departments of Women's Affairs, Archaeology, Fisheries) mentioned a lack of information on the project or recent reorganization as reason for the lack of early use of BIM services.

2. Conclusions

Substantial support exists among the target agencies for expansion of assessment to other agencies of the GOB but not at the expense of the target agencies. All agencies feel that additional assessments would be necessary. A few agencies express a critical need for equipment support. The problem of "late starters" was caused by communication or reorganization problems.

SUMMARY AND RECOMMENDATIONS

A. TEP OBJECTIVES IN RELATION TO CURRENT GOB POLICY

There should be continued monitoring, by a long-term consultant or by a local national assistant to assure that the objectives continue to reflect GOB policy and to provide perspective and feedback for expansion/revision to meet growing or changing needs.

B. MANAGEMENT TRAINING NEEDS ASSESSMENT

Management audits should be carried out as required in the GE contract. Impact interviews as described in the October 1988 GE Implementation Plan should be initiated. An outside consultant should develop the design and the Contractor should monitor the quality of that effort so it does not slip again. USAID should ensure that this component is implemented as early as possible in 1989.

The management audit would be a simple performance analysis in the form of a critical path of tasks for an organizational output. Resistance to the idea could be countered by finding a highly placed GOB official who desires organizational change in government agencies. This client could guide the GE Consultant to a manager who wants help in addressing performance problems. Two such second-level clients should be subsequently chosen for analysis of one output area. Acknowledging and incorporating resistance is a necessary ingredient of this approach so that an Organizational Development (OD) specialist with strong human

Organizational Development (OD) specialist with strong human relations skills and developing nation experience is necessary. The relationship between performance, skill deficiency and other factors identified will be forthcoming from the audit. BIM staff should be co-consultant for this experience as it would contribute to the integrity of their consultancy profit center. BIM and the GE consultant should be mindful of the opportunity to begin development of the consulting model. Previous to the start-up BIM staff should have attended consultancy training in the OD process or process consultation.

Provide or redirect assistance to improve the understanding (brochure, workshop, etc.) of government managers of the role of needs assessment and its relation to pre-defined, objectively measured performance standards. Repeat the needs-assessment process on a selected, as-required basis and train a local national counterpart. Define role of the Establishment Office in the process and coordinate with them on staff development.

C. IMPACT OF TRAINING AND TECHNICAL ASSISTANCE

Continue and expand the number and level of courses offered. Provide a local-national counterpart support staff member to work with the long-term advisor and conduct follow-up studies of impact and effectiveness as well as provide increased coordination and support to target agencies.

D. TRAINING PROGRAMS

Expand the geographic coverage, variety, and levels of course offerings and technical services, especially evaluation and follow-up. Emphasize the development of a self-sufficient training capability, especially in the larger agencies.

E. CONTINUATION

Continue the assessment program and selectively expand to other agencies and selected private sector organizations. Carefully monitor participation to assure greater utilization by target agencies and closer compliance with previously assessed needs, and relate them to objectively defined performance requirements.

VI. GENERAL ASSESSMENT

Note: Since these were broad questions, various aspects of which have already been addressed, the responses for each of the components are presented as the conclusions and recommendations.

A. EFFECTIVENESS OF THE CONTRACTOR (58)

1. BIM

The Contractor performed well in providing competent consultants and appropriate participant training. However this assistance has not helped BIM in developing sustainability or training for business and entrepreneurship to meet log frame goals.

2. MOE

A major effort to establish the framework for a vocational education was successfully launched at MOE with the assistance of the Contractor. The major goals were achieved despite difficulties with the long-term vocational skills advisor who left before completing his tour. Closer monitoring of this advisor would have made evident the need for a replacement earlier in the program. A review of the long-term advisor's performance at the end of the third month should ensure that the replacement performs at an acceptable professional level. Delays in equipment procurement caused delays in the start-up of some new programs but the problems have apparently been resolved. USAID should be sure that the Contractor can handle future equipment purchase in an expeditious manner. The participant training program shows strong positive results and short-term consultants have, in the main, been effective.

3. MED

Overall the Contractor has established good rapport with MED counterparts. Interviews have shown a high level of satisfaction in the client population with the manner in which the program was implemented although some agencies did not make effective use of the training opportunity due to their failure to understand what was available. The long-term contract consultant was very effective in developing and implementing the agency training needs assessment. Short-term consultants were provided as needed to teach specialized courses. The training needs assessment should be based in the future on previously determined job performance competencies to ensure that the training will improve worker efficiency. The training focus should relate more closely to the target agencies and the contractor should report progress on identified training needs of target agencies. Additionally, there is a need to require more follow-up and feedback. Participant training arrangements were appropriate and effective.

4. Other Aspects

The Evaluation Team feels that the Contractor needs to put forth a much greater effort to achieve a more empathetic partnership with AID in carrying out the project, i.e., where constraints exist in implementing established goals every effort should be made to find alternate solutions in keeping with the spirit and intent of the objectives. Some examples of the problem are the dropping of the required management training audit in favor of a needs analysis, the limited effort at training BIM trainers

and in developing sustainability. The Contractor should have provided a solution to the audit problem closer to the original design by the use of different terminology and approach to ease the fears raised by the "audit" aspect.

There have been serious delays in the Contractor providing long-term consultants. Gaps in positions are evident from 10/86 to 2/87 (at the very beginning of the project) and from 10/88 to an estimate of 1/89 for the Skills Training Advisor, and from 8/87 to 2/88 for the Management Advisor. This is a total of 10 months for which required technical personnel were not available to carry out project tasks. It is imperative that the Contractor supply qualified personnel as required in their contract and AID should impress on corporate management the critical importance of complying with this vital aspect of the project. Additionally there have been disruptions in the Chief of Party (COP) position and indications of a lack of effort and response in carrying out established responsibilities of that position, resulting in the early termination of the individual. Careful monitoring of that position by the Contractor would have identified the problems earlier. AID should insist that the Contractor provide the COP services as specified.

B. INTERACTION BETWEEN COMPONENTS (59, 60)

1. BIM

There is no evidence of structured interaction between BIM and MOE although MOE is represented on the non-functioning Advisory

81'

Board. The linkage between BIM and MED is strong as evidenced by the fact that total public sector training targets have been surpassed at the end of the second project year. Since BIM has no request for on-demand skill training appropriate to MOE facilities, no communication was required and this did not adversely affect the project.

2. MOE

Interviews with the leadership of the three components disclosed that communications between them was limited and that no formal communication links had been established. One noted he did not feel there was a need in this area.

It appears that despite the lack of communication in relation to business development and its impact on skill and management training, sufficient communication was maintained through meetings of the Project Management Team to ensure successful implementation of the project. One could also conclude that there was little development in relation to business and industry that required skill training, especially of an industrial nature. However, if the pace of economic development quickens, it will be essential that MED keep BIM and MOE informed in order to provide services that may be needed. Lack of this interaction did not seem to impede project implementation but it may well in the future.

3. MED

There was little indication of interaction between various components of the TEP Project. There was some non-formal interaction between public and private sector officers who were in

BIM classes together which is beneficial in providing for cross-fertilization of ideas. Other avenues should be explored to create deliberate interaction between components. It appears that the lack of interaction is not a critical item.

C. INTERACTION: OTHER USAID PROJECTS; INTERNATIONAL DONOR AGENCIES (61)

1. BIM

There were some, although limited, linkages by BIM with other USAID projects such as Parents' Resource Institute for Drug Education (PRIDE), which provided lecturers on drug prevention programs for some BIM courses, Ministry of Health's fleet control training and a consultative relationship with BEIPU. Additionally there was interaction with Cooperative American Relief Everywhere (CARE) for a Private Voluntary Organization (PVO) coordinating workshop and Peace Corps provided help to BIM for the small business seminars.

2. MOE

A new building was completed by the USAID Basic Need Trust Fund. The Caribbean Examinations Council has provided teacher examinations and the Association of Canadian Community Colleges and the Canadian International Development Agency have strengthened the delivery of vocational education in the secondary schools. They have developed training modules for business, trade and agricultural subjects. The National Plan provides liaison with

Caribbean Community (CARICOM) efforts to establish occupational standards in relation to establishing a Belizean Certification Board. Consideration is also being given to the use of Peace Corps Volunteers in the vocational program.

3. MED

It was noted that two Ministries, Economic Affairs and Agriculture, had used funds from other projects to provide some training identified by the training needs assessment. Efforts should be made to coordinate activities with and between all programs providing training assistance.

D. GUIDANCE AND PLACEMENT CENTRE (62)

Following a review of the Guidance Placement Centre (GPC) Project Final Evaluation Study and the July 1988 Amendment to extend the project, it appears that placing this activity under the TEP umbrella would be appropriate. It could be a means of motivating articulation with MOE in the development of guidance programs and teacher training in counseling and guidance. It is, however, an unrealistic objective to expect that GPC can carry this out on a system-wide basis without additional support. A further linkage would be for the VTTU to respond to specific training needs through establishing evening job specific training at GPC's request. Funding would need to be provided to GPC to support VTTU for this effort. A further advantage is that it could provide experience for VTTU to effectively respond to "on demand" training for business and industry which it does not presently have. Since

MOE does not have in-house facilities and equipment to respond to many "on demand" training needs, it would set the stage for searching out appropriate business or industry facilities. Shared development of job and trainee profile systems would make for more effective training by MOE and placement by GPC. A closer relationship of GPC to MOE could lead to establishing a rationale for MOE to provide financial support in the future.

Linkage with the TEP project might also facilitate liaison with other training agencies such as BIM. Initiation of Junior Achievement-type programs with BIM's help could be of significant help to young unemployed in developing job skills, small business skills and entrepreneurial attitudes.

E. RESPONSIVENESS TO NEEDS OF WOMEN (63, 64)

1. BIM

A considerable number of women participated in BIM activities. Some 40% of the participants were female as were 9 out of 17 in-country trainers.

2. MOE

The Vocational/Technical Education Officer has worked with principals and teachers to encourage more participation of women in non-traditional areas of vocational training. Publications of VTTU indicate assurance of MOE's commitment to the equal treatment of women through illustrations reflecting male/female enrollment in non-traditional training and by stressing open enrollment. Although these are excellent first steps, plans should be

developed to ensure continued follow-through.

3. MED

Conditions of service in the Public Service are the same for men and women. It was interesting to note that four of the five top management trainers were women. Approximately 25 to 50% of the trainees attending courses were women and it would seem safe to say that the opportunities for women in the public sector to receive training showed little if any discrimination.

APPENDIX IA

Statement of Work

A. Objective: The purpose of this activity is a mid-term evaluation of Project 505-0020, Training for Employment and Productivity. The project provides grant assistance to increase productivity, leading to greater foreign exchange earnings generated from new and expanded export-oriented activities and tourism. To realize this goal the project provides the management, public administration, and skills training necessary to promote private enterprise development and growth of export and tourism oriented enterprises in Belize. The evaluation will determine the effectiveness of the project in achieving more efficient and effective operations in Belizean industries and government institutions.

The evaluation is to be used as a management tool to help improve the performance of the project and to obtain information which managers need to keep the project on track toward its development objectives. The evaluation will be collaborative in that the team will include Belizeans and there will be planning meetings with the team, USAID, and GOB and private sector representatives.

B. Background: Project 505-0020 was approved for \$5 million over five years by the Acting Assistant Administrator of A.I.D. on August 23, 1985. It is implemented through two agreements, one with the Belize Chamber of Commerce and Industry (BCCI) for the private sector management and technical training component, and one with the Government of Belize (GOB) for the public sector.

1. BCCI Grant Agreement:

Grant No. 505-0020-CA-0001-00 to BCCI in the amount of \$2,750,000 (of which \$1,400,000 was obligated) was signed August 30, 1985. This Agreement assists in re-establishing the Belize Institute of Management (BIM) and provides management training to private individuals and public officials and skills training to technicians and workers of private firms. The expiration date of the agreement is August 31, 1990. Subsequent amendments increased the obligation to \$2,350,000. Funds are obligated for long and short term technical assistance, participant training, BCCI/BIM start-up, training equipment and supplies, and evaluation/audits. Counterpart contributions are estimated as \$968,000 over the five years.

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(continued)

ARTICLE III. Specific Tasks: (for each of the three components

- A. Review all project documents including, but not limited to, the Project Agreement, Grant Agreements, Project Implementation Letters, quarterly reports, financial reports, Annual Implementation Reports, and Annual Implementation Plan.
- B. Evaluate all data concerning accomplishments to date.
- C. Conduct interviews with project personnel; BCCI, BIM, and government officials; members of the BIM Executive Board; and managers of industries and businesses involved with the project to evaluate their recommendations and comments. (Note: Most interviews will be in Belize City, where taxis can be used, but trips to Belmopan and the two northern districts will be necessary and transportation will be provided).
- D. Evaluate progress made toward the project purpose and outputs.
- E. Evaluate the financial, personnel, facilities and logistical inputs from both A.I.D. and Belize institutions to determine their adequacy to achieve outputs.
- F. Using the conclusions based on the above, assess the relevance and impact of the project in terms of achieving the project's purposes and outputs.

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- G. Make recommendations for modifications of individual project components, including additions, deletions, or extensions, in order to achieve project targets.
- H. Make recommendations regarding log frame revisions based upon the above.
- I. Provide guidance on the state-of-the-art methodology to measure the qualitative benefit obtained by management and skills training.

IV. Key Questions to be Addressed in Final Report:

- A. Private Sector Management and Technical Training for Export and Tourism Development Component (Project Paper pp. 16-22) ("BIM" Component)

(Note: additional questions on the "future" are included in BIM Strategic Planning Retreat recommendations dated 6/24/88)

- 1) Has training performed met requirements of industry and government in areas of export promotion and tourism? Have training programs not directly related to these two areas had indirect impact on export promotion and tourism?
- 2) Initial plans for BIM reflect an overall strategy to reestablish BIM and gain public exposure before focusing on more specific areas. Was this a valid and effective strategy? How has it been implemented?

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(continued)

- 3) Has training by U.S. instructors been relevant to the cultural and business situation in Belize? Has training by in-country trainers been effective?
- 4) Has BIM performed effectively in assessing and meeting the needs for management training? Is the composition of and the number of BIM staff relevant to BIM's mission? Has their participant training been appropriate? What would be recommended to achieve a greater impact?
- 5) Has BIM performed effectively in assessing and meeting needs for technical assistance to individual firms/government agencies?
- 6) Has BIM performed effectively in assessing and meeting needs for technical skill training?
- 7) Has BIM performed effectively in moving toward financial self-sufficiency? What percentages should be targeted for BIM revenues from non-grant sources? Identify possible sources.
- 8) Has BIM performed effectively in identification and training of in-country trainers?
- 9) What have been the advantages of BIM's organizational ties to the BCCI? What have been the disadvantages?

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(continued)

- 10) What problems have been identified/encountered with implementation of the idea to use US\$200,000 of GOB Counterpart Funds to set up a Revolving Loan Fund administered by National Development Foundation so that BIM training could be made available to small to medium sized businesses? Should this loan fund be set up? If not, how should the funds be used?
- 11) How does actual performance compare to logframe projections of outputs? Were the logframe projections realistic? Was the wording appropriate? Have the assumptions held true?
- 12) Should assistance to BIM be continued after current PACD (9/30/90)? If so, in what areas?

B. GOB Training for Vocational Education and Export and Tourism Development. (Project Paper pp 22-28)

MOE Component:

- 1) Have the inputs of training, technical assistance and equipment made an impact in increased skills training by the MOE in supporting tourism and developing exports? Which inputs need to be strengthened, e.g., U.S. consultants, equipment, in-country training, and training abroad?
- 2) Have the short-term U.S. consultants provided effective and relevant assistance in helping to establish skills training?

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(continued)

- 3) Have the commodities procured met the needs for skills training related to development of tourism and export promotion in a relevant and timely manner?
- 4) Have the in-country summer workshops and internships resulted in marked improvements in vocational/technical (V/T) Schools in project fields?
- 5) Has training abroad been properly planned to provide the trained V/T staff needed to meet project objectives?
- 6) Has there been sufficient progress in increasing the status of vocational education? Have the Belize Vocational Association and the V/T Educator made an effective contribution in promoting vocational education as a career?
- 7) Is there adequate progress in developing a national vocational/technical plan and a National Advisory Committee?
- 8) Should assistance to the MOE V/T activity be extended after 9/30/90 and, if so, in what areas?

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(continued)

MED Component:

- 1) Have the inputs of training and technical assistance made an impact in improved management skills for public officers to support tourism and developing exports? Which inputs need to be strengthened, e.g., U.S. consultants, in-country training, and training abroad?
- 2) Have the short-term U.S. consultants provided effective and relevant assistance in helping to determine and meet training needs?
- 3) How useful were the Management Training Needs Assessments of the various Ministries?
 - Did the reports contain appropriate information?
 - Could the assessments have been improved upon?
 - Were they a useful guide to all parties (GE, USAID, GOB, BIM)?
 - Did the recommendations contained in the report concur with the individual Ministry's or with the Establishment Department's assessment of training needs?
 - Has or did TEP sponsored training deviate from the objectives of the GOB?
- 4) Have additional services been provided to the public and private sectors and are those services a result (direct or indirect) of the TEP training program?

APPENDIX IA
(continued)

- 5) Has there been a noticeable increase in the efficiency and/or general effectiveness of those government offices where personnel received training.

- 6) Government officer training
 - Were key officers included in the training?
 - Does the training meet the criteria established in the Project Paper?
 - How successful was the training?
 - Did the training go "far enough?"
 - Should more have been accomplished with the available budget?

- 7) Do the objectives of TEP reflect current GOB policy in terms of emphasis on exports and tourism promotion?

- 8) The GOB has the habit of transferring personnel between Ministries. What will the effect of this policy be on the overall objectives of the TEP project?

- 9) Should the training needs assessment be extended to other Ministries and continued beyond the original two years (December 1988)?

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(continued)

C. General

- 1) How effective was the contractor in implementing the initial two and one-half year program in terms of advisors, home office backstopping, procurement short term consultants and participant training?
- 2) Was there enough interaction between the three components of the TEP Project? If not, was that interaction necessary for the successful implementation of TEP?
- 3) Was there useful interaction between other USAID projects and international donor agencies which also are implement GOB training programs or strengthen the management capacity of GOB offices?
- 4) Should the Guidance and Placement Center which counsels and places youths, be included under the umbrella of the TEP project and the contractor?
- 5) Have the three components of the project been responsive to the needs of Belizean Women in the private and public sectors? How can project strategies be improved to assist more women?

D. Resources Required:

USAID/Belize will negotiate a contract with an education consulting firm. That firm will prepare a report on the mid-term evaluation of Project 505-0020 by providing the

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(continued)

following resources. A six day work week is authorized. English is the only language required.

1. Evaluation Team Leader. A person from a U.S. education consulting firm with at least eight years experience in managing and/or evaluating manpower development projects in the private and public sectors. Experience in conducting evaluations is essential as is experience in working overseas. Familiarity with A.I.D. policy and procedures would be helpful.

The Team Leader will be responsible for overall coordination of the work of the other team members, determining the methodology to be used, developing an overall work plan, supervising implementation, and assuring that the final report is written and typed in a readable, timely and accurate manner. The team leader will select two Belizeans to participate in the evaluation from candidates who are suggested from the private and public sector in Belize. A four week assignment including two days with the Contractor's home office, plus later availability for revisions, is required.

2. Management/Skills Training Evaluator A person with at least five years experience in management education with the private and public sectors. Actual work experience in the operational and financial aspects of a management training institute is essential. Overseas experience in management training is necessary. It would also be helpful if the person has work experience in skills training for business and industry, such as the U.S. training-within-industry program. A three week assignment is planned.

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(continued)

3. Vocational and Technical Evaluator. The person should have experience as a vocational education teacher and at least five years experience as a senior official in a State Department of Vocational Education or equivalent. Overseas experience in vocational/technical training is essential. Experience in developing state-wide vocational education plans and activities to promote vocational education is desirable. A three week assignment is planned.

4. Manpower Development Evaluator. A person with five years experience in career development in development financing and the export and tourism - oriented public sector (or equivalent) is required. The person must have overseas experience in manpower training needs assessments in the public sector and in identifying training to meet those needs. Experience in evaluation methodology is desirable. A two and a half to three week assignment is planned.

5. Industry Official - Belizean. The person will have worked in the private sector, within Belizean industry, for at least five years. Experience with the Belizean export industry is desirable but someone not actively connected with the project. The assignment is planned for two to three weeks to work with the Management/Skills Training Evaluator and provide guidance on the Belize private sector.

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6. Public Administration Specialist - Belizean. A person who has experience in the Belizean government at a senior staff level but who, preferably, is not currently employed or otherwise connected with the project. The person will work with the Manpower Development Evaluator and provide general guidance on Belizean government operations.

7. Secretarial Assistance. A part-time high calibre secretary with word processing capability should be retained in Belize. Cost of supplies and photocopying should be included in the bid.

8. List of Suggested Contacts. A list of suggested minimum contacts in the private and public sectors will be provided by USAID/Belize. Other contacts are encouraged.

E. Timeframe and Reporting:

This evaluation will be conducted in Belize over a three and a half week period, preferably October 24 - November 16, 1988. A summary of findings and recommendations will be submitted by the team and discussed with GOB and USAID project personnel at the end of the third week (November 11, 1988). The final draft report will be completed three working days later before the Team Leader leaves Belize.

USAID/Belize will review the final draft report to determine if it is complete, thorough, and technically acceptable. If any major changes or addenda are required, the firm will make revisions within ten working days after receiving USAID/Belize comments. The USAID contact person will

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(continued)

be the Education Project Manager. Payment will be authorized upon approval of the USAID General Development Officer.

The final report will be submitted in 15 copies. It must have the following sections:

- Basic Project Identification Sheet (to be provided by USAID/Belize)
- Executive Summary - No more than four pages stating the findings (evidence, conclusions, and recommendations of the evaluation.
- Table of Contents
- Body - This section should not exceed 30-35 double-spaced pages. It should include a brief description of the country context, findings, conclusions, and recommendations. A clear distinction should be made between findings (evidence and analysis) and conclusions (interpretations and best judgements). Answers to the "key questions" should be incorporated into the body.
- Summary of Conclusions and Recommendations - Short and succinct with sub-headings related to key questions.
- Appendices - Include at a minimum, the following:
 - a) Copy of the Statement of Work for the evaluation;
 - b) List of original project objectives and status report on progress indicators as of December 31, 1987;

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(continued)

- c) Description of the methodology used in the evaluation, including schedule of activities completed;
- d) Bibliography of documents consulted;
- e) List of persons interviewed, including names and titles or identifying information.

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training programs for key GOB personnel in specific areas related to export and tourism development and in important administrative analyses essential for organizational improvements.

APPENDIX IC

Methodology

A. APPROACH

From the outset the USAID mission requested that a collaborative approach be used in the TEP evaluation. Two local consultants were added to the three U.S. team members and they were of considerable value in helping to ensure a Belizean input to the process and in facilitating contacts. Both were well known and respected and knew the key people.

The Key Questions in the Statement of Work, as listed in the contract, identified a total of 44 questions under the three project components, i.e., BIM, MOE and MED. A number of these questions had sub-parts and in order to ensure coverage of all items the questions were broken down with each question and each sub-part given sequential numbers which totaled 64 (see Exhibit 1). During this process the AID mission issued a modified list of key questions and so it was necessary to identify the new numbers on the modified list. Both old and new numbers are shown to facilitate cross-checking but the sequential numbers are the new ones used in referencing the report findings.

B. DATA COLLECTION

Most of the first week was spent in reviewing the extensive collection of documents including previous related studies and files dating back to the project identification phase. Each of the component teams had a detailed briefing during the week by the USAID Education Project Manager in charge. The complete project

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office files were put at the team's disposal during the entire project, and the Project Manager was readily available to discuss all aspects of the project. (The Bibliography, Appendix ID, lists documents reviewed). Also during the first week, each of the component teams prepared lists of organizations and people they would need to interview as a result of the briefings and document reviews. Each team then developed its own procedures in making arrangements for interviews and collecting "live" data since their requirements were quite different. Each team's methods are described below. Both the BIM and MED component teams had local people to work with them as noted in the team listing and this arrangement proved a distinct advantage in arranging meetings and ensuring local input. The team members interviewed the GE contract team on several occasions.

1. BIM Team

The team identified the key leaders from the public and private sectors that had reason to interface with BIM, selected a random sample of 20 out of 320 trainees who participated in programs between January and August of 1987, and 12 of the 15 instructor trainees (all those available) to establish the interview list. A matrix was then developed matching interviewers with relevant questions as shown in Appendix IIA-1. Interviews of participants in the training programs were conducted through telephone, using semi-structured and open-ended questions while the others were interviewed in person. The consultants shared the

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responsibility for the development of the report based on their findings.

2. MOE Team

The team identified the key people for interviews including the MOE Permanent Secretary, Chief Education Officer, Vocational/Technical Education Officer, MED Permanent Secretary, and Directors of BIM and BEIPU. Teachers and principals participating in the various MOE sponsored training programs were interviewed by telephone and some through personal visits. A questionnaire was developed for interviewing participants in the training program as shown in Appendix IIB-4. A random sample of 13 teachers and three principals was interviewed out of a total of 82 who were involved. Visits were made to the VTC, BTC and also Escuela Mexico in Orange Walk to observe their facilities and A.I.D. supplied equipment. The team worked together in conducting the study and analysis but the report was prepared by the Vocational Technical Evaluator.

3. MED Team

The team determined the priorities for developing the interviews by examining the 12 training needs assessment studies of various GOB agencies. They then interviewed upper level administrators in each of the agencies. Twenty people were

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(continued)

interviewed in Belmopan and Belize City. Both team members participated in each interview and consolidated their findings in the report.

C. ANALYSIS OF DATA

Each component team analyzed the data in relation to their assigned component Key Questions and reflecting the nine tasks (See Article III, Specific Tasks) identified in the Statement of Work. They collected the data and analyzed the results according to their unique requirements. However, all used the same guidelines in preparing their reports in the format presented to ensure clear separations of findings from opinions. Response to each of the Key Questions was enhanced through cross-referencing the question numbers with the specific sub-headings.

D. TEAM REPORTING

During the third week of the project the team provided an early oral report to the mission, followed by formal presentation of the written report at a tripartite meeting of the USAID mission, appropriate members of the Belize agencies involved and the evaluation team. At the presentation of the written report, comments and recommendations were recorded and each component team made revisions in their reports prior to departure. These revisions are reflected in the final draft report.

APPENDIX IC
(continued)

Comments from the USAID mission and key people from BIM, MOE, MED and the Contractor provided a written critique of the draft report.' All of these were carefully reviewed and responded to as appropriate in this final document.

APPENDIX IC
(continued)

Key Questions to be Addressed in Final Report

A. Private Sector Management and Technical Training for Export and Tourism Development Component

<u>Questions</u>	<u>New #</u>	<u>Consultant Assigned</u>	<u>Log frame</u>	<u>Source</u>
1 a1) Has training performed met requirements of industry and government in areas of export promotion and tourism?		1	MS/MD	
2 a2) Have training programs not directly related to these two areas had indirect impact on export promotion and tourism?			MS/MD	
3 b1) Initial plans for BIM reflect an overall strategy to re-establish BIM and gain public exposure before focusing on more specific areas. Was this a valid and effective strategy?		2	MS	
4 b2) How has the strategy been implemented?			MS	
5 c1) Has training by U.S. instructors been relevant to the cultural and business situation in Belize?		3	MS	

Key: 1 = Assigned sequential number
a1 = Original RFP number
New # = Modified list from Statement of Work

Consultant Assigned:
MS = Management Skills
MD = Manpower
VT = Vocational-Technical
TL = Team Leader

1/5

APPENDIX IC
(continued)

6			
c2)	Has training by in-country trainers been effective?		MS
7			
d1)	Has BIM performed effectively in assessing and meeting the needs for management training?	4	MS
8			
d2)	Is the composition of and the number of BIM staff relevant to BIM's mission?		MS
9			
d3)	Has their participant training been appropriate?		MS
10			
d4)	What would be recommended to achieve a greater impact?		MS
11			
e1)	Has BIM performed effectively in assessing and meeting needs for technical assistance to individual firms/government agencies?	5	MS/MD
12			
f1)	Has BIM performed effectively in assessing and meeting needs for technical skills training?	6	MS/MD
13			
g1)	Has BIM performed effectively in moving toward financial self-sufficiency?	7	MS
14			
g2)	What percentages should be targeted for BIM revenues from non-grant sources?		MS
15			
g3)	Identify possible sources.		MS

APPENDIX IC
(continued)

- 26
11) Should assistance to BIM be continued after current PACD (9/30/90)? 12 MS
- 27
12) If so, in what areas? MS
- B. GOB Training for Vocational Education and Export and Tourism Development**
- 28
a1) Have the inputs of training, technical assistance and equipment made an impact in increased skills training by the MOE in supporting tourism and developing exports? 1 VT
- 29
a2) Which inputs need to be strengthened, e.g., U.S. Consultants, equipment, in-country training, and training abroad? VT
- 30
b1) Have the short-term U.S. consultants provided effective and relevant assistance in helping to establish skills training? 2 VT
- 31
c1) Have the commodities procured met the needs for skills training related to development of tourism and export promotion in a relevant and timely manner? 3 VT/MD
- 32
d1) Have the in-country summer workshops and internships resulted in marked improvements in vocational/technical (V/T) Schools in project fields? 4 VT

APPENDIX IC
(continued)

33			
e1)	Has training abroad been properly planned to provide the trained V/T staff needed to meet project objectives?	5	VT
34			
f1)	Has there been sufficient progress in increasing the status of vocational education?	6	VT
35			
f2)	Have the Belize Vocational Association and the <u>V/T Educator</u> made an effective contribution in promoting vocational education as a career?	7	VT
36			
g1)	Is there adequate progress in developing a national vocational/technical plan and a National Advisory Committee?		VT
37			
il)	Should assistance to the MOE V/T activity be extended after 9/30/90? If so, in what areas?	8	VT
38			
	Have the inputs of training and technical assistance made an impact in improved management skills for public officers to support tourism and developing exports?	1	
39			
	Which inputs need to be strengthened, e.g., U.S. Consultants, in-country training, and training abroad?		
40			
	Have the short-term U.S. consultants provided effective and relevant assistance in helping to determine and meet training needs?	2	

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APPENDIX IC
(continued)

41	j1) How useful were the Management Training Needs Assessments of the various Ministries?	3	MD
42	j2) Did the reports contain appropriate information?		MD
43	j3) Could the assessments have been improved upon?		MD
44	j4) Were they a useful guide to all parties (GE, USAID, GOB, BIM)?		MD
45	j5) Did the recommendations contained in the report concur with the individual Ministry's or with the Establishment Department's assessment of training needs?		MD
46	j6) Has or did TEP sponsored training deviate from the objectives of the GOB?		MD
47	k1) Have additional services been provided to the public and private sectors?	4	MS
48	k2) Are those services a result (direct or indirect) of the TEP training program?		MS
49	l1) Has there been a noticeable increase in the efficiency and/or general effectiveness of those government offices where personnel received training?	5	MD

APPENDIX IC
(continued)

50			
m)	Government officer training:		
m1)	Were key officers included in the training?	6	MD
51			
m2)	Does the training meet the criteria established in the Project Paper?		MD
52			
m3)	How successful was the training?		MD
53			
m4)	Did the training go "far enough?"		MD
54			
m5)	Should more have been accomplished with the available budget?		MD
55			
n1)	Do the objectives of TEP 7 reflect current GOB policy in terms of emphasis on exports and tourism promotion?		MD
56			
o1)	The GOB has the habit of transferring personnel between ministries. What will the effect of this policy be on the overall objectives of the TEP project?	8	MD
57			
p1)	Should the training needs assessment be extended to other Ministries and continued beyond the original two years (December 1988)?	9	MD

APPENDIX IC
(continued)

C. General

- 58
a1) How effective was the contractor in implementing the initial two and one-half year program in terms of advisors, home office backstopping, procurement short-term consultants and participant training? TL
- 59
b1) Was there enough interaction between the three components of the TEP Project? TL
- 60
b2) If not, was that interaction necessary for the successful implementation of TEP? TL
- 61
c1) Was there useful interaction between other USAID projects and international donor agencies which also are implement GOB training programs or strengthen the management capacity of GOB offices? TL
- 62
d1) Should the Guidance and Placement Center which counsels and places youths, be included under the umbrella of the TEP Project and the contractor? TL
- 63
e1) Have the three components of the project been responsive to the needs of Belizean Women in the private and public sectors? TL
- 64
e2) How can project strategies be improved to assist more women? TL

APPENDIX ID

Bibliography

The following documents were reviewed by the evaluation team in developing this report.

I. REPORTS AND AGREEMENTS

A. PROJECT AGREEMENTS:

Amendments to Proag with BCCI for BIM
Amendments to Proag with GOB
Project Agreement with BCCI for BIM
Project Agreement with GOB

B. PROJECT IDENTIFICATION DOCUMENTS

D. Evans, Labor Market Information
V. Faulds, Job Skills Training, Private Sector
L. Lawrence, Logistics
J. McArthur, Management Training, Private Sector
L. Smith, Administration Training, Public Sector

C. PROJECT PAPER PREPARATION REPORTS:

M. Allen, Financial Viability of Management Training Institute
W. Boyer, Management Training Needs & Design
W. Feldman, Adequacy of Public Sector Institutions
to Promote Private Sector
W. Reynolds, Vo-Tech Skills Training Component
N. Root, Training Needs Survey
R. Wilk, Social Soundness Analysis

D. PROPOSED AMENDMENT TO TEP PROJECT:

Conditions Precedent/Covenants: BCCI/BIM
Conditions Precedent/Covenants: GOB

E. RETREATS -- PIO/Ts, P.O.s, AND CORRESPONDENCE:

Proposal Evaluation Retreat, 5/86 (St. George's Lodge)
Implementation Retreat, 11/86 (Belmopan Convention Hotel)
Implementation Retreat, 9/87 (San Ignacio Hotel)

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(continued)

II. TEP PROGRAM FILES

A. BIM COMPONENT

BIM Courses and Programs

BIM Courses prior to FY 87
BIM Courses: FY 87 (including brochures)
BIM Courses: FY 88 (including brochures)
BIM Public Forums
BIM Top Management Conference, 3/87
BIM Training Needs Assessment, FY 87

Organizational Development

BIM Advisory Board
BIM Annual General Meeting: 3/88
BIM Constitution
BIM Executive Board meetings: FY 86
BIM Executive Board meetings: FY 87
BIM Executive Board meetings: FY 88
BIM Incorporation Process and Documents: FY 87 & 88
BIM In-country Trainers
BIM Relations with BCCI
BIM Staffing
BIM Strategic Planning Retreat
Revolving Loan Fund with NDF/B for BIM Training
(Counterpart Funds)

Overall Component

BCCI and BIM Procurement: general, policies
BCCI/BIM Quarterly Progress Reports:
FY 86, FY 87, FY 88
Correspondence with BCCI/BM re Vehicles:
policy, repairs, title
Non-A.I.D. Contribution Reports

Related Documents

BCCI Newsletters
Belize Electricity Board Project: Training Component
(Funded by World Bank)
Firms Interested in Locating in Belize
Information on Gemah Management Training in Honduras
University of North Florida
International Business Program

B. GOB COMPONENT

Capital II Budget: Local Currency Counterpart Funds
Correspondence with GOB re Vehicles: policy, waivers, title
Non-A.I.D. Contribution Reports

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(continued)

C. **MINISTRY OF ECONOMIC DEVELOPMENT COMPONENT
(GOB MANAGEMENT TRAINING COMPONENT)**

Belmopan Convention Hotel (Reconstruction Development Corporation) R. Joseph, 12/87
Correspondence re Training Needs Assessments
Customs Department (Ministry of Finance)
Department of Cooperatives and Credit Unions (MOCIT)
D. Reidenbach, 1/88
Development Finance Corporation
D. Reidenbach, 1/88
Forestry Department (Ministry of Agriculture)
D. Reidenbach, 11/87
Immigration Department (Ministry of Foreign Affairs)
R. Joseph, 8/88
Manpower Survey Report
R. Joseph/F. Bauer/CSO, 3/88
(see also: F. Bauer Consultancy, GE ShTerm T.A., FY 87)
Ministry of Agriculture (Inc. Extension Department)
D. Reidenbach, 12/87
Ministry of Economic Development (First Draft)
R. Joseph, 3/87
Ministry of Economic Development (Final Draft)
R. Joseph, 12/87
Tourist Bureau (MOCIT)
R. Joseph, 12/87
Training Needs Assessments
Cottage Industry/Handicrafts (Ministry of Labor and Social Services)
C. McCommon, 10/87
Fisheries Department (Ministry of Agriculture)
D. Reidenbach, 10/87

D. **MINISTRY OF EDUCATION COMPONENT**

Belize Vocational Association
Information on Belize Vocational Association
National Convention, April 1987
National Convention, April 1988

In-country Training
Memo of Understanding: MOE-West Virginia
Institute of Technology
MOE In-country Training for Vo-Tech Educators: Plans
Summer 1987 Workshops, In-country Training

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(continued)

Overall Component

MOE Commodity Procurement and Administration Plans
MOE Proposal for Long-term Training Under TEP
National Advisory Council on
 Vocational-Technical Education
National Vocational Plan Public Image Activities
Development of Work Ethic/Attitude Change
MOE Vo-Tech Public Image Campaign
Newsletter: Vocational Educator

Related to MOE Component

Information on Belize Junior School of Agriculture
Information on Caderh Skills Training (Honduras)
OIC/I Feasibility Study for Skills
 Training in Stann Creek

Vo-Tech Training Unit Services

Information on Craft Committees
MOE Vo-Tech M.I.S.
Report on Non-TEP Vo-Tech Programs in Belize

RELATED TO MED COMPONENT:

Assessment of Central Stats Office and Computer Center
 J. Gibbs, 9/86 (Funded by USAID Project 505-0018)
Belize Labor Market Information
Tourism Action Plan for Belize
 J. Hawkes/A. Fitch, Steigenberger Consulting Firm
 (Funded by EEC)
University of North Florida Proposal for Tourism Promotion

E. OVERALL PROJECT MANAGEMENT

Project Management Team Meetings, FY 86 and FY 87
Project Management Team Meetings, FY 88
TEP Implementation Plan, 10/86-10/87
 Modification to Implementation Plan, FY 87
TEP Implementation Plan, FY 88
 Modifications to Implementation Plan, FY 88
TEP Logical Framework: Correspondence and Working Papers

APPENDIX IE

Report on Progress Indicators
(As of Sept. 30, 1988)

TEP 505-0020

B. Major Outputs

<u>Output</u>	<u>Cumulative</u>	<u>Reporting Period</u>
<u>BIM COMPONENT:</u>		
1. Belize Institute of Management (BIM) developed and staffed, offering management, public sector, and skills training courses:		
a. Director of Training and Research and a secretary hired.	a. Executive Director, Assistant Executive Director & Secretary hired; participant training: 3.5 p/m for Exec Dir; 1.5 p/m for Assistant Exec Dir.	a. Participant Training: 1.5 for Exec Dir; .75 for Ass't Exec Dir.
b. 15 part-time instructors selected and trained in teaching methods and course content.	b. 14 part-time instructors identified; training initiated.	b. Participant Training for 6 instructors: 2.75 p/m
c. An Advisory Board and Executive Board appointed and functioning.	c. BIM incorporated as non-profit organization; Annual General Meeting Held; Executive Board functioning fully; new Advisory	c. Executive Board met 5 times; 1988-1992 Strategic Planning Retreat held; Advisory Board met once.
d. 93 courses given.	d. 58 management courses (including Top Management Conference), 22 of which were customized.	d. 25 management courses given, 16 of which were customized:
e. Outreach service created for organizing on-demand training in industry and tourism.	e. 9 technical assistance consultancies provided to private and public sectors.	e. 6 technical assistance consultancies: travel survey for local airline; two systems improvement consultancies to Development Finance Corporation; training of two vo-tech teachers; interns; "Self-Esteem" program for junior college; development of tour guide training program with Bze Tourism Industry Assn.
f. Other outreach services.	f. Other outreach services: library and instructional materials procured; more on order; linkages established with AMA and Central American/Caribbean management institutes; 14 corporate + 17 individual members recruited.	f. On-going procurement of materials; linkage established with newly formed Caribbean Management Association; Public Forum: "Drugs in the Workplace" (with PRIDE/Belize), materials adaptation/development underway for 8 courses; 2 corporate and 9 individual members recruited.

APPENDIX IE
(continued)

2. Supervisors trained in appropriate skills in existing and new enterprises.

a. 1,000 private sector managers trained.

b. 350 public sector officials trained.

a. 563 private sector managers received training through BIM.

b. 554 public sector officers received training through BIM:
--461 in management training
-- 93 in computer training

a. 173 private sector managers received training.

b. 196 public sector officers:
--288 in management training
-- 8 in computer training

3. Skilled craftsmen trained in appropriate skills in existing and new enterprises.

a. 435 skilled and semi-skilled workers trained.

a. 112 workers received training:
--31 in machine operation at a garment factory
--16 trained in computer maintenance
--65 in New Employee Training at another garment factory.

a. 15 workers at Belize Children's Wear Co. received New Employee Training; 16 (10 public sector 6 private sector) trained in computer maintenance.

MOE COMPONENT:

4. Ministry of Education vocational and skills training, planning and management functions strengthened, instructors' capabilities upgraded, and key institutions better equipped.

a. MOE Vocational Education Division created and staffed.

a. Vocational/Technical Training Unit created and staffed by Education Officer for Vo-Tech Training, a secretary and a Graphics Technician; offices set up; most office equipment procured; National Vocational Plan is being elaborated.

a. The National Vocational Plan has been drafted; participant training, including observation tours for Education Officer (1.75 p/m); MOE Computer Operator received training (1.5 p/m) to initiate MIS.

b. National Advisory Committee on Technical and Skills Training created and advising MOE.

b. National Advisory Committee appointed, includes members from both public and private sectors.

a. National Advisory Committee has not met yet.

APPENDIX IE
(continued)

- | | | |
|--|---|--|
| <p>c. Vocational education institutions upgraded. (NOTE: Project Management Team has decided to change this output to: "Vocational Education <u>Instructors</u> upgraded," and reports in future will incorporate this change. Equipping/upgrading of institutions addressed as Outputs 4.d. and 4.f.)</p> | <p>c. 82 teachers and principals participated in in-country in-service workshops; 28 worked as interns in private sector during the summer; 20 studied in U.S. and Jamaica; 9 teachers and 3 administrators attended AVA Convention 1987.</p> | <p>c. 42 teachers/principals attended workshops in Course Construction and Planning (course presented in country for credit from West Va. Institute of Technology); 28 in internship program; 14 teachers attended 6-week summer training program at WVI 4 studied at CAST in Jamaica.</p> |
| <p>d. Two key technical schools better equipped.</p> | <p>d. NOTE: Project Management Team decided that the scope of MOE component will be expanded to include all 9 schools; priorities for procurement will be set by National Vocational Plan based on baseline and manpower surveys. Therefore, more than 2 schools will be better equipped.</p> | <p>d. Procurement for 9 programs is in various stages of completion.</p> |
| <p>e. Appropriate occupational standards and training specifications developed for 10 basic trades.</p> | <p>e. The National Vocational Plan includes liaison with Caricom efforts to establish occupational standards and when a Belizean Certification Board is set up, its purpose will be to ascertain compliance with Caricom standards.</p> | <p>e. Occupational standards are being developed as part of "package" for each new program (see below).</p> |
| <p>f. Three new technical programs initiated at secondary level.</p> | <p>f. Five new programs in various stages of completion.</p> | <p>f. Radio/TV Repair, Catering, and Diesel Mechanics have curriculum (including training specs), teacher, some equipment and are underway; A/C & Refrigeration program and Computer Lab (Business Studies) have curriculum and equipment specs</p> |
| <p>g. 500 skilled and semi-skilled workers trained by BTC, VTC through improved training methods.</p> | <p>g. NOTE: Project Management Team is proposing to change this output to reflect current project realities, either to the no. of students enrolled at schools receiving assistance in the form of teacher training, curriculum, revision and/or equipment, or the no. of students graduating from completely new programs introduced by project.</p> | <p>g. Approximately 2,000 students are enrolled in schools currently receiving some form of assistance through this project; there haven't been any graduates from a new program.</p> |

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APPENDIX IE
(continued)

5. Status of skilled workers and vocational educators enhanced.

- | | | |
|---|---|--|
| <p>a. A professional newsletter printed and circulated quarterly.</p> | <p>a. A newsletter the "Vocational Educator" now in circulation. 4 issues to date.</p> | <p>a. No issue of newsletter this period.</p> |
| <p>b. Increased salary for vocational education instructors.</p> | <p>b. The MOE publicly announced at the first Convention of the Belize Vocational Ass'n that salaries of vo-tech educators will be increased to same level as other secondary school teachers.</p> | <p>b. The section of the National Vocational Plan dealing with teacher certification has been drafted; salary adjustment will take place once Nat'l Plan is approved by Cabinet.</p> |
| <p>c. A country-wide professional association organized.</p> | <p>c. Belize Vocational Association formed, comprised of vo-tech educators and representatives from private sector.</p> | <p>c. Second BVA Convention held April 1988.</p> |
| <p>d. A country-wide vocational education students club formed.</p> | <p>d. The government vo-tech schools have been encouraged to form students clubs.</p> | <p>d. No student club formed yet, however, participant training for teachers has included strategies for student organization.</p> |
| <p>e. Other accomplishments related to enhancement of status.</p> | <p>Other related accomplishments:
 --Media campaign is underway to urge women and handicapped people to enter non-traditional fields.
 --New building completed at VTC, funded by AID Basic Needs Trust Fund Project.</p> | <p>e. Media campaign underway; promotional brochures and Viewbook on two schools printed.</p> |

GOB MGT TRG COMPONENT:

6. Improved capacity within the GOB for providing timely Government services to execute the country's export and tourism promotion strategy.

- | | | |
|---|---|---|
| <p>a. Min. of Economic Development (MED) personnel with upgraded skills and knowledge.</p> | <p>a--d. The training programs for 15 GOB agencies will be implemented in full as soon as training needs assessments are completed and recommendations are accepted by each Ministry. No training needs assessment conducted for Central Bank (see 6.f.). Training initiated thru BIM regular and customized and other specialized courses not arranged thru BIM (594 GOB</p> | <p>a--d. GOB personnel have attended regularly scheduled BIM courses. In addition, BIM has arranged customized courses. 306 public officers rec'd BIM training this period. 2 courses (30 trainees) were arranged outside of BIM for the Min of Ag. Participant training: 11 p/m's.</p> |
| <p>b. Development Finance Corporation (DFC) staff with improved capability.</p> | | |
| <p>c. Central Bank, Central Statistics Office (CSO), & Computer Center with improved capability. Personnel trained.</p> | | |

APPENDIX IE
(continued)

- d. 5-10 other departments improved and their personnel trained. staff members to date). Participant training: 22.75 p/m's.
- e. (originally part of 6.c.) Central Statistics Office and Computer Center with improved capability to gather and analyze economic and manpower data. e. Manpower survey conducted in summer 1987 in collaboration with Central Statistics Office (CSO); report completed. e. Discussions initiated re need for manpower information not available from 1987 Survey.
- f. Management audits (training needs assessments) conducted in key government offices. f. All planned training needs assessments completed, with following exceptions:
--Income Tax Dept, Central Statistics Office, and Computer Center assessments delayed by request of GOB;
--Training needs assessment of Central Bank not conducted as that agency already has a training program, has requested and paid for customized courses through BIM on its own. f. Reports finalized on assessments
-- Customs Dept.
-- Immigration Dept.

APPENDIX IIA-1

BIM COMPONENT

Participant Survey and Matrix

A Systematic (Telephone) Random Sampling Summary of Results

Findings

The period January to July 1988 was surveyed covering 396 participants of BIM seminars. One in every 20 of the list for this period were selected. 160 or 40% were females and 236, males.

Eleven questions were asked in the survey and the following is a summary and analysis of the responses. Of the 20 participants surveyed, 7 represented the private sector, 10 the public sector including quasi-public agencies, and 3 private voluntary organizations. The results cannot be taken as accurate but can be indicators. The absence of the impact survey by the BIM consultants and the maintenance and updating of a register of participants called for under the contract inhibited in-depth analysis of this aspect of the evaluation.

Some 90% viewed the training by U.S. instructors as of a high quality in content and 85% as to its relevance to the culture and business environment of Belize. The corresponding percentages in instances where the training was undertaken by in-country trainers either singly or in association with an AMA trainer were 95% and 100% respectively. As to the effectiveness of the training, the survey indicated that 70% of the participants sampled felt that the course as an educational mechanism was very good; 15% average; and 15% marginal. In terms of effectiveness from a utilization

APPENDIX IIA-1
(Continued)

perspective, 35% gave the training received a high rating; 15% average, and 50% marginal.

Occupation of Sample Participants (20)

Public Sector	11
Private Sector	7
N.G.O.s	2

Category of Training (20)

Management	9
Supervisory	7
Skills	--
Clerical	4

Questionnaire Results (20 Sample)

I. Awareness

Newspaper	10
BIM mail-out	2
Corporate Circulars	6
Personal Contact	2

II. Selection Process

Participants' Initiative	6
Corporate Selection	13
BIM Invitation	1

III. Trainers - AMA

Quality

Relevance

Good	18	17
Average	1	1
Marginal	1	2

IV. Trainers - In-Country

Quality

Relevance

Good	19	20
Average	1	--
Marginal	--	--

APPENDIX IIA-1
(continued)

V. Course Effectiveness

Very Effective	14
Average	3
Marginal	3

VI. Modification to Courses

Time too short	9
Localize	2
No comment	8
Better training location	1

VII. BIM Organization -- Only one participant has moderate understanding of how BIM works. The rest had little or no knowledge about BIM.

VIII. Utilization of Training

High	7
Average	3
Minimal	10

IX. Assessment of Course on Completion

Favorable	19
Unfavorable	1

X. Advancement

Actual	1
Prospective	1
Nil	18

XI. Referral Recommendation

Positive	19
Conditional on Change	1

APPENDIX IIA-2

BIM COMPONENT

Interviews with BIM Instructors in Training

Questions and Responses

1. Describe the BIM instructor training program.

- BIM is preparing me to pass on skills. The biggest step was to send me abroad to attend four AMA seminars. BIM is giving me training experiences in Belize where I have been a co-trainer, trainer and an observer/participant in others. They have not taught me training techniques and I don't know about the training of trainers course.
- The goal is to develop a cadre of Belizean trainers to teach Belizean people. For each course the instructors in training understudy the course and then the Belizean gives the course. The instructor in training also helps develop course materials.
- We have never discussed it. I was just asked to be a trainer and to "follow" a particular course. In this way "somehow" I will be getting more knowledge.
- I was asked by BIM to be one of their trainers. Then they said they would try to put in a training course. A few weeks of hotel management training for me and they selected Jamaica for me.
- It gives fundamental concepts to go about training, getting a feel for participants, equipment handling. Right now most of the trainers in training for BIM have not been through the course. There was not time to develop a real cadre of trainers, and these people are mostly experienced trainers and have taught before. We cater to the needs of Belizean trainers, we Belizeanize the course instead of giving straight theory.
- I only did one 3-day course. I was disappointed. Trainer not feeling well, too short, I don't know. There was too much participation from the floor and what the trainees might have had was lost.
- I have no details on them. I first said I could help and offered my services, no details of the program were given to me. I have no ideas how this program works. I began with them this year.

APPENDIX IIA-2
(continued)

- Been exposed to BIM since its beginning, as trainer one and one-half years ago. The exposure I have gotten is by just attending the regular courses. I received the literature on training of trainers but I think one pays for this just as another course, but if these people are to be involved they should be more informed before making a decision to pay, in fact BIM trainers of trainers should not pay at all. BIM should have a specific program for training their trainers.
- I am not in the program and never been asked to join it. But I would like to be asked as I would join.
- I was sent to New York and Philadelphia to attend courses. I will be teaching as a co-trainer. My understanding is that Belizeans will be trained to replace the foreign trainers.
- The trainers of trainers are professionals in each of our fields. We will receive U.S. training and that's about it, except occasionally we will get more training. We will be helping raise the level of management thinking in Belize.

2. How did you find out about it?

- I read about BIM's Training of Trainers program in a brochure.
- I have been an in-country trainer for 2 BIM courses but never invited to join the Training of Trainers program. When they advertise a course in the newspaper, I call BIM is I have expertise, asking who is the in-country trainer. I do this on my own initiative and that is how I got the jobs.
- An announcement by Santos Mahung during a training course caused me to approach him regarding instructor training.
- They approached my husband and he told me about it. He was too busy.
- During a course, a BIM staff member who knew me from a previous course and through social interaction in Belize, everyone knows each other, asked me if I would be an instructor.

APPENDIX IIA-2
(continued)

6. Describe your experience in the field.

- I have worked all my life in my specialty and I am prepared. I completed the first level at the university.
- MBA, UCLA, Marketing and Business Development. BA, Claremont, Urban Community Development. 18-20 years of private/public experience in the U.S.
- Business and work experience and some training of trainers training and have given another training course. I do not have a university degree.
- BA in language and 2 years of full-time training experience in Canada.
- I worked in the hospitality industry for five years and have trained many people. I was also a High School teacher.
- First associate graduate in general business.
- I have a B.S. in Agribusiness and Natural Resource Education, and am a manager of a shrimp farm and, food systems, economics and management at Michigan State University. I am a researcher at Big Falls Ranch.
- Hotel owner, BTIA planning and training.
- BA Econometrics, State University of New York in Albany. Prior to BIM I had been experimenting with PC's. I taught economics and taught application software at St. John's College.

7. Is BIM helping you to develop your full potential in this field? Please explain.

- Well, not yet. I need to be involved in more training of trainers programs. But BIM has not explained what is ahead. However BIM did send me to one course in Barbados.

APPENDIX IIA-2
(continued)

- Yes, so far, and I have confidence that they will.
 - Yes, it is helping me to continue to grow and providing a forum especially the AMA course I took in Washington.
 - Only in one or two isolated events.
 - Yes.
 - Yes, they are demanding and it's challenging. They also give me good exposure.
 - I don't know what my potential is. Actually, this is just a hobby.
 - Yes, definitely in the sense of what is needed for Belize but maybe not for a tourist related developed country.
8. Has BIM training by U.S. instructors been relevant to the cultural and business situation in Belize?
- Yes, it was relevant.
 - Yes, it was in the course I took. But instructors sometimes are too theoretical.
 - The one in Philadelphia was not geared to the Belize environment. However the courses given in Belize by U.S. instructors were relevant.
 - Overall, 85% of it has application. Because of the size of the country, political nature and feelings of powerlessness in the culture make us different. We need to be more reassuring as trainers.
 - I have enjoyed all courses taught by AMA and they were relevant to Belize, especially in hospitality they really did their homework before coming down.
 - Yes, in most instances but we need more examples that are Belizean.
 - On a scale of 1 to 10, I would say 7.
 - It was relevant to both Belize business and culture.

APPENDIX IIA-2
(continued)

9. Has BIM training by in-country trainers been effective?
- I have no knowledge of the in-country trainers.
 - Yes, they are effective, very good, the ones I have seen. When Belizeans teach the seminar they overcome any language barrier and knowledge of the Belizean life style.
 - Yes, very much.
 - The in-country trainers are better at meeting the immediate needs of participants. The American instructors, AMA people, give Belizeans a vision.
 - Yes.
10. Has BIM performed effectively in assessing and meeting needs for technical skills training?
- They haven't done anything and I don't know what they are going to do. What I have done for my development I have done on my own.
 - BIM could do more in computers but there are other institutions that do this work in Belize. BIM is not sure what to do, we need to discover an unmet need. NETS is going great and more people are seeing the need for this. We are being asked by more and more organizations to do New Employment Training (NETS) but it may be spreading in too thin. BIM needs to reconsider skills training.
 - It has not been effective in the tourism industry. What they have done is minimal and is not getting a good response. Even in tour guide training program BIM's role is only as the banking facility. The proposal, manual and instructors are BTIA.

APPENDIX IIA-2
(continued)

11. Has BIM performed effectively in identification and training of in-country trainers?

- I can't answer that, I know the trainers in training by name but we haven't met as a group. There are a lot of good people out there but the BIM staff doesn't have time -- they need more staff to do that.
- I am not familiar with their procedure, if they have one. There are probably other people out there that would be good for this program if they were asked. I don't know if BIM is asking.
- Yes, the trainers are good people.
- Yes.
- I don't know, I don't know what training they have received.
- Yes, mostly they select from people who have attended courses and Board members and other forms of personal contact.
- Given the situation and choice, for BIM's long-term future, they have done the best they can. We concentrated on creating demand, not on identifying trainers, production.

12. Do the AMA instructors giving BIM courses help you achieve your training development objectives?

- In the two courses I took, I was comfortable with the AMA instructor competence.
- Yes, they do. In one course the instructor would meet early with me and also give me a de-briefing after class because I am in the training of trainers program. The instructor was prepared for the work by the director.
- Yes, the AMA instructors provide me with fresh perspectives, ideas and motivation and I adopt their style in my presentation.
- Yes, they are very accessible to me, in fact, we have become good friends.

APPENDIX IIA-2
(continued)

- Yes, they give me tips and pointers. Attended 3 AMA courses in U.S., 1 AMA course in Belize, 0 by Belizean.
 - I have had lots of good experiences with AMA instructors.
13. What could BIM do to increase the effectiveness of AMA instructor visits to Belize?
- The AMA instructors, particularly in business courses, should arrive two days early and visit businesses and work with the in-country counterpart. The course materials should be sent to the in-country trainer in advance. Be sure the AMA instructor is equally or more qualified than the in-country trainer.
 - To work together matching them up and co-teaching.
 - Nothing, for those AMA instructors coming in they are doing a good job.
 - Gear the courses more to Belize. Help them use more Belizean examples.
 - BIM should organize case banks. We have Belizean case writers. These cases could be sent to AMA instructors to adapt their concepts in advance of their visits.
 - I don't know, really know, about increasing AMA effectiveness.
14. Are there any factors which inhibit you from taking advantage of the courses given by AMA instructors? Please explain.
- No, not really. The only factor perhaps is the qualification of the AMA instructor, however as a student, the AMA instructors have been so far very competent. As an in-country co-trainer, however, my counterpart was not as prepared professionally as the co-trainer.
 - Yes, my job, if the boss says I can't go, I can't go. Evenings and Saturday courses would be better.
 - No.

APPENDIX IIA-2
(continued)

- Time and family obligations, but less than a two-week obligation I am always willing.
 - No.
 - I have to be at my job.
 - My job.
 - No, the courses are not ones I am interested in.
15. What has BIM done to develop your training skills? Has this been adequate? Where no, please explain.
- The co-training situation helped develop my skills. The AMA instructor helped me very much, and, particularly the AMA materials are very good.
 - 2 short courses.
 - Sent me to train in the U.S., scheduled co-teaching with U.S. trainers and informal guidance by U.S. trainers while I attended as a participant.
 - No. They promised a training of trainers course, and after that I will have even more confidence.
 - Yes. AMA seminars in the U.S. Seminars here and co-trained with Dr. Mahung and he is helping me understand the Belizean way.
 - Sent me to study abroad. Yes, adequate.
 - Courses in the U.S. and in Belize.
 - Trained me abroad in 3 courses. The library has excellent materials and I use them all the time and adapt them to Belize for training programs I give. Is that plagiarism? The working relationship with the professional staff contributes getting things going for me.
 - Yes.
 - I don't choose to attend AMA courses that are not relevant.

APPENDIX IIA-2
(continued)

16. What initiatives have you taken to develop your capability to perform as a long-term BIM trainer?

- I will always be available to BIM as a trainer in the long term, but it is not my career path.
- AMA courses in financial management for six weeks.
- In my present job I take every opportunity to involve myself with training related activities.
- I read books.
- Read a lot and take all courses that pertain to my subject given by BIM.
- I become more involved in youth groups where I give presentations. I continue to study the course books.

APPENDIX IIA-3

Equipment Needs List



*GE International
Service Corporation*

*General Electric Company
Route 38, Cherry Hill, NJ 08358*

TO: Ray Fuller
David Schrier

FROM: Donald Conrad *DKC*
Management Advisor, BIM

DATE: 21 November 1988

The attached is a list of equipment needed by BIM in the near future to raise the level of operations to a professional standard.

Much of these equipment would best be used in an adequate training facility which to date does not exist.

A handwritten signature in cursive script, appearing to read 'Don'.

Donald Conrad

Attachment

APPENDIX IIA-3
(continued)

No.	Quantity	Item
1	2	Flipcharts
2	1	Overhead Projector
3	5	Hard Disc Portable Computers with Accessories
4	2	60 x 60 Screens
5	3	Printers - Dot Matrix
6	1	TV Camcorder
7	1	VCR
8	1	21" Color TV
9		Library Materials/Management Books
10	1	Hard Disc Computer/Monitor/Printer
11		Desktop Publishing Capability Software
12	1	Laser Printer for DTP
13	1	4-Drawer Letter File Cabinet
14	1	Hot/Cold Water Cooler
15	8	20" x 60" Folding Tables
16	36	Metal Folding Chair with Padded Seat
17	1	Liquid Crystal Computer Screen Projector
18	2	Electric Pencil Sharpeners
19	2	Window Air Conditioner
20	4	Floor Fans
21	1	Paper Shredder
22		60' Book Shelves
23	2	Secretarial Chairs
24	1	Large Capacity Paper Supply for MITA Copier
25	3	Desk Lamps
26	1	3' x 4' Cork Board
27	1	3' x 4' Magnetic Planning Board
28	1	Floor Model Paper Storage Tray
29		Carpeting
30	1	Magazine Stand (Center Table)
31	1	Sofa Set (reception area)
32	1	Electric Calculator

APPENDIX IIA-4

BIM COMPONENT

List of Persons Interviewed

1. Ilona Smiling, BTIA
2. Sylvia Cattouse
3. Lourdes Smith, USAID/Belize
4. Lyne Gomez
5. Mary Beth Maestraes, Villa Hotel
6. Beatrice Vansen, BIM
7. Paul Morgan, BIM
8. Kent McField
9. A. Castillo, BCCI
10. L. Balderamos, BCCI office
11. Keith Arnold
12. Maria Vega, BTIA
13. M. Williams
14. Carlos Perdomo, BIM
15. Mr. Vasquez
16. Manuel Cuellar, NDF
17. Frank Tillett, BTB
18. Mrs. S. Hyde, O.E.D. Belmopan
19. Pablo Espat, O.E.D. Belmopan
20. Manuel Lopez, BEST
21. Robin Roberts, DFC
22. Dr. R. Joseph, GE
23. Don Conrad, BIM
24. Michael Panton, BTIA

APPENDIX IIA-4
(continued)

25. Janice Aguilar, BTIA
26. Denton Belisle, BEIPU
27. Mr.,Guerrero, BIM
28. Dr. S. Mahung, BIM
29. Albert Hoy, Jr.
30. Pedro Perez, USAID/Belize
31. Mary Ellen Tanamly, USAID/Belize
32. Cynthia Franklin, USAID/Belize

APPENDIX IIB-1

National Plan Outline

- I Introduction
- II Definition of Terms
- III Philosophy of Vocational/Technical Education
- IV Goals and Objectives for Vocational/Technical Education
- V Vocational/Technical Programs
 - National Advisory Council
 - Utilization of Craft Committees
 - Process for Program Revision and Development
 - Syllabus Verification
 - Relationship to Curriculum Development Unit/MOE
 - Graduate Follow-Up, Job Placement and Career Guidance
 - Standards for V/T Education Program and Trade Standards
 - Manpower Employment Needs and Projections
- VI Vocational/Technical Administration
 - Authority
 - National Plan
 - Administrative Structure for V/T Unit
 - Education Officer for V/T Education
 - Vocational Curriculum Development and Instruction
 - Administration of Programs at School Level
 - Professional Development of V/T Unit Personnel
 - Relationship to Belize Institute of Management
- VII Vocational/Technical Education Resources
 - Budgetary Process
 - Instructional Equipment and Tools
 - Instructional Materials
- VIII Vocational/Technical Teachers Preservice/Inservice Instructor Upgrade
 - Rationale
 - Certificates
 - Plan for Training
- IX Enhancement of Enrollment
 - Instructional Programming
 - Public Image Campaign
 - Student Selection
 - Student Activities
 - MOE/Public Sector Partnership

APPENDIX IIB-1
(continued)

X Current Status of Vocational/Technical Education in Belize

- MOE Structure to Support V/T Education
- Profiles of Government Secondary Schools Offering V/T Programming
- Recommendations for V/T Programming
- Special Projects Related to V/T Education
- Results of Baseline Survey
- Results of Graduate Surveys
- Employment Information
- Budget

Table 1.3.2: Summary of 1987/88 MOE Participant Training

<u>No.</u>	<u>Name</u>	<u>Position</u>	<u>Training</u>	<u>P/M</u>
1	Joslyn Nembhard	Chief Education Officer	Tour of Private Enterprises	0.25
2	Cecil Reneau	Education Officer, V/T Education, VTU	Tour of Private Enterprises	0.25
3	Rodolfo Bol	Teacher/Agriculture/BCA	V/T Education Tour/AVA Convention	0.25
4	Solomon Constanza	Principal/OWTHS	" " "	0.25
5	Gloria Garbutt	Teacher/Home Economics/BJSS#2	" " "	0.25
6	Ronald Geban	Teacher/Carpentry/VTC	" " "	0.25
7	Yolanda Gongora	Teacher/Business Studies/OWTHS	" " "	0.25
8	Joslyn Nembhard	Chief Education Officer	" " "	0.25
9	Cecil Reneau	Education Officer V/T Education, VTU	" " "	0.25
10	Tiburcio Rodriguez	Teacher/Plumbing/VTC	" " "	0.25
11	John Suazo	Teacher/Agriculture/ESM	" " "	0.25
12	Cherryman Sutherland	Teacher/Home Economics/BTC	" " "	0.25
13	Rose Tun	Teacher/Business Studies/BTC	" " "	0.25

Summary of 1987/88 Participant Training

APPENDIX IIB-2

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<u>No.</u>	<u>Name</u>	<u>Position</u>	<u>Training</u>	<u>P/M</u>
14	Cecil Reneau	Education Officer, V/T Education	MOE/CAST Articulation Activity	0.20
15	Cecil Reneau	Education Officer, V/T Education	Post Graduate Studies at Marshall University and WVIT	1.50
16	Eugene Palacio	Computer Operator/MOE	Attachment to West Virginia Department of Education and WVIT classes	1.50
17	Rainsford Manger	Teacher/Automotive/TCC	WVIT Summer Classes and NOCTI	1.50
18	Carolyn Jacobs	Teacher/Business Studies/BTC	" " " "	1.50
19	Gloria Garbutt	Teacher/Home Economics/BJSS#1	" " " "	1.50
20	Tiburcio Rodriguez	Teacher/Plumbing/VTC	" " " "	1.50
21	Hallet August	Teacher/Automotive/VTC	" " " "	
22	Peter Dacoff	Teacher/Residential Electricity VTC	" " " "	1.50
23	Olga Mendosa	Teacher/Home Economics/MTHS	" " " "	1.50
24	Dallia Zetina	Teacher/Home Economics/OWTHS	" " " "	1.50
25	Earlene Godfrey	Teacher/Home Economics/WHHEC	" " " "	1.50
26	Yolanda Gongora	Teacher/Business Studies/OWTHS	" " " "	1.50

APPENDIX IIB-2
(continued)

<u>No.</u>	<u>Name</u>	<u>Position</u>	<u>Training</u>	<u>P/M</u>
27	McKinley King	Teacher/Woodworking/BJSS#1	WVIT Summer Classes and NOCTI	1.50
28	Ulrich Usher	Teacher/Woodworking/BTC	" " " "	1.50
29	Orlando Sosa	Teacher/Woodworking/BCHS	" " " "	1.50
30	Habibohav Kar	Teacher/Automotive/ESH	" " " "	1.50
31	Chercymae Sutherland	Teacher/Home Economics/BTC	" " " "	1.50
32	Douglas Morrison	Teacher/Technical Drawing/BTC	" " " "	1.50
33	Leonard Morris	Teacher/Technical Drawing/BJSS#1	" " " "	1.50
34	Yolaine Bowen	Teacher/Business Studies/BTC	" " " "	1.50

APPENDIX IIB-2
(continued)

Table 1.3.3: Summary of 1988 MOE Summer Internship Program

<u>No.</u>	<u>Name</u>	<u>School</u>	<u>Program</u>	<u>Placement</u>
1	Faustino Zul	OWTHS.	Woodworking	Honey Producers Ltd.
2	Gilbert Sambola	OWTHS	Residential Electricity	Bze Sugar Industries
3	Armando Gomez	OWTHS	Drafting	" " "
4	Octavio Rosado	OWTHS	Metalwork	" " "
5	Mario Levla	OWTHS	Agriculture	" " "
6	Marlon Tut	OWTHS	Agriculture	Bze College of Agriculture
7	Susana Vega-Guerra	OWTHS	Business Studies	Bze Institute of Management
8	Tomasa Urbina	OWTHS	Home Economics	Fort George Hotel
9	Marlita Urbina	ESM	Business Studies	Angelus Press Ltd.
10	Ana Gomez	ESM:KCO	Business Studies	" " "
11	Jaime Delgado	ESM	Agriculture	Bze AgriBusiness Co.
12	John Suazo	ESM	Agriculture	Bze Food Products
13	John Ysaguirre	BRHS	Agriculture	Bze College of Agriculture
14	Lisbourne Joseph	BRHS	Drafting	Mitchell Moody Asso.
15	Dwight Gentle	V/TU	Graphics Technician	Benex Press
16	Ronald Geban	BVTU	Carpentry	Classic Wood

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(continued)

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<u>No.</u>	<u>Name</u>	<u>School</u>	<u>Program</u>	<u>Placement</u>
17	Corrine Gordon	BTC	Business Studies	Pannell Kerr Forster
18	Rose Tun	BTC	Business Studies	Castillo & Tillett
19	Olive Tate	TCC	Home Economics	Cottage Industry
20	Hilton Garbutt	TCC	Agriculture	Bze College of
21	Francis Roches	TCC	Agriculture	Agriculture
22	Karen Ramclam	TCC	Business Studies	" " "
23	Benedicto Lopez	MTHS	Metalwork	Bze Sugar Industries
24	Carlos Itza	MTHS	Metalwork	Belmopan Furniture
25	Marco Tesecum	MTHS	Woodwork	Factory
26	Kendal Mendez	MTHS	Agriculture	" "
27	Rodolfo Bol	MTHS	Agriculture	Bze College of
28	Maria de la Fuente	MTHS	Home Economics	Agriculture
29	Hester Thimbriel	BJSS#1	Home Economics	" "
30	Ivan Flowers	VTC	Superintendent	Bmp Sewing Factory
				The Villa Hotel
				Bze Institute of
				Management

APPENDIX IIB-2
(continued)

APPENDIX IIB-2
(continued)

Table 1.3.4: Summary of Teachers Attending 1988 WVIT Formal Class "Course Construction and Planning"

<u>No.</u>	<u>Name</u>	<u>School</u>	<u>Program</u>
1	Glen Gill	MTHS	Drawing
2	Gilbert Myvett	Listowell	Agriculture
3	Adam Lino	Listowell	Woodworking
4	Carlos Itza	MTHS	"
5	Benedicto Lopez	MTHS	Metalwork
6	Marco Tesecum	MTHS	Woodwork
7	Rudolfo Bol	MTHS	Agriculture
8	Kendall Mendez	MTHS	"
9	Maria de la Fuente	MTHS	Home Economics
10	Joy Flowers	OWTHS	" "
11	Earlene Godfrey	WHHEC	" "
12	Yolanda Gongora	OWTHS	B u s i n e s s Studies
13	Susana Vega-Guerra	OWTHS	"
14	Mario Leiva	OWTHS	Agriculture
15	Leonard Mortis	BJSS#1	T e c h n i c a l Drawing
16	Artenio Rosado	OWTHS	Metalwork
17	Gilbert Sambola	OWTHS	R e s i d e n t i a l Electricity
18	Tomasa Urbina	OWTHS	Home Economics
19	Rosa Vega	OWTHS	" "
20	Dalila Zetina	OWTHS	" "
21	Faustino Zul	OWTHS	Woodwork
22	Marlita Urbina	ESM	B u s i n e s s Studies

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APPENDIX IIB-2
(continued)

<u>No.</u>	<u>Name</u>	<u>School</u>	<u>Program</u>
23	Ana Gomez	ESM	B u s i n e s s Studies
24	Armando Gomez	ESM	Drafting
25	Nemencio Acosta	ESM	Agriculture
26	John Suazo	ESM	"
27	Jaime Delgado	ESM	"
28	Marlon Tut	OWTHS	"
29	Karen Ramclan	TCC	B u s i n e s s Studies
30	Francis Roches	TCC	Agriculture
31	Hilton Garbutt	TCC	"
32	Carolyn Jacobs	BTC	B u s i n e s s Studies
33	Douglas Morrison	BTC	T e c h n i c a l Drawing
34	Rose Tun	BTC	B u s i n e s s Studies
35	Steve Wright	BTC	Masonry
36	Ulrich Usher	BTC	Woodworking
37	Josephine Flowers	BTC	B u s i n e s s Studies
38	Corrine Gordon	BTC	"
39	Judith Bernard	VTC	Support
40	Ronald Geban	VTC	Carpentry
41	Hildebrandt Arthurs	BTC	Masonry
42	Tiburcio Rodriguez	VTC	Plumbing
43	Peter Dacoff	VTC	R e s i d e n t i a l Electricity

APPENDIX IIB-2a

Teacher Participation Per School

SCHOOL	# of V/T Teachers	Teachers Participating	Participating
Belize Adventist College	2	2	100
Belize College of Agriculture	N.A.	11	N.A.
Belize Junior Secondary School #1	5	3	60
Belize Junior Secondary School #2	6	4	67
Belize Rural High School	2	2	100
Belize Technical College	31	14	45
Belmopan Comprehensive High School	7	2	29
Escuela Secundaria Mexico	6	6	100
La Immaculada School	N.A.	1	N.A.
Listowell Boys Training Center	3	3	100
Mopán Technical High School	8	7	88
Orange Walk Technical High School	15	14	93
Toledo Community College	13	6	46
Vocational Training Center	7	7	100
William Harvey Home Economics Center	1	1	100
Total	106	83	78%

NOTE: The # of teachers noted in Table 2 taken from records on file at the V/T Unit for 1987-88. In that the number of teachers employed fluctuates from year-to-year and the data above covers more than a one year period, the total number of teachers and the resulting participating percentage may be in error at the time said report is read. However, the error will be very small if not inconsequential.

APPENDIX IIB-2b

Number of Teachers Trained Per Program Area

Program Area	Number Trained	Number Employed	% of Program Served	Code Key
Agriculture	*(8) 11	15	73	A
Automotive	3	5	60	AV
Business Studie.	12	19	58	B
Carpent	1	4	25	C
Drafting	9	13	69	D
Electrical	5		71	E
Home Economics	14	21	67	H
Metalworking	3	4	75	M
Masonry	2	2	100	MA
Plumbing	2	3	67	P
Tailoring	1	1	100	T
Woodworking	8	8	100	W
Mechanical Engineering	-0-	1	-0-	-
Civil Engineering	-0-	2	-0-	-
Support Courses	*(3) 1	1	100	S
Total	83	106		

NOTE: Above count includes 8 Agriculture teachers and 3 Support teachers from Belize College of Agriculture.

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APPENDIX IIB-3

MOE COMPONENT

Survey of Participant Training Recipients

OVERVIEW

An informal survey was conducted as part of the Mid-project evaluation to ascertain participant opinion about training received. Personal interviews were conducted at ESM, VTC and BTC. Telephone interviews were used with respondents in other locations. A total of 13 teachers and 3 managers representing a variety of subject areas, school locations and types of training and leadership activities were interviewed. Design of the survey, a copy of the instrument used, and a summary of survey results follows. Conclusions based on the survey results include: (a) courses offered in Belize seemed to be valued by trainees; (b) West Virginia educational programs were valuable and effective; (c) internships provided practical training and resulted in increased skill; (d) BVA participation was considered as an effective means for exchanging ideas; (e) AVA conference and school visits were very worth-while in generating ideas; and (f) these activities improved the status of vocational teachers as well as their motivation and capabilities.

DESIGN OF SURVEY

The objective of the survey was to obtain a sense of participant feeling and reaction to their respective participation

APPENDIX IIB-3
(continued)

in personnel development and leadership enhancement activities provided under the auspices of TEP. A "sample of opportunity" was devised, and an attempt was made to adhere to the framework contained in the sample design. Some difficulty in reaching participants by telephone resulted in slightly revising the make-up of the projected sample.

Thirteen teachers and three administrators participated in the survey. Respondents filled out a questionnaire (see attached) or were interviewed by telephone and were asked the questions contained in the questionnaire. Findings reported result from an analysis of entries made on the questionnaire.

FINDINGS

A. Design and Conduct of Training

Interviewees stated that the programs and activities were well planned, appropriate and effectively delivered.

B. Design and Conduct of Internship

Respondents stated that the internship was properly planned, was adequately supervised and typical of Belizean industry.

ACCOMPLISHMENT AND IMPACT

Respondents stated that the activity was very beneficial in developing both technical skills and pedagogical skills. In the case of internships, the hands-on aspect was mentioned as most.

APPENDIX IIB-3
(continued)

beneficial. Good instruction which served as a model for participants to observe was also mentioned. Participants stated that meeting other professionals was beneficial. Respondents stated that their ability to organize and deliver an instructional program was considerably enhanced as a result of the training or leadership activity.

Suggestions for MOE to improve its training/leadership activities for teachers and administrators stressed the need to explain technical skill development. Another recurring suggestion was to be sure MOE provides a continuation of support activities to be sure that what participants have learned can be applied. Still others communicated the need for MOE to recognize participants' accomplishments through issuance of certification credentials and through increased salaries.

PROFESSIONAL DEVELOPMENT

Participation in BVA activities was cited as a highlight for professional enhancement. Besides developing some pedagogical-type skills the participation was viewed as extremely useful in motivating teachers to become better professionals. The opportunity to meet other teachers and to share issues and concerns and to feel that answers can be found to everyday problems is comforting and reassuring. Teachers approach their respective assignments with more skill and confidence. Students receive better instruction and the benefits to industry and society accrue.

APPENDIX IIB-4

Survey Interview Form for Participant Trainees

A. INTERVIEWEE'S DATA

Name _____ Age _____ Sex M F

Educational Background (Schools attended/Diplomas/Degrees)

Assignment Title (School) (Office) (Length of time in assignment)

Location of Assignment

B. GENERAL QUESTIONS

1. Selection Process

How were you selected? (Volunteered, assigned, etc.)

2. Type of training you participated in.

In-country

workshop _____

course _____

internship _____

Abroad

WVIT _____

Jamaica _____

Study Tour (AVA) _____

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APPENDIX IIB-4
(continued)

3. Location of training

4. Dates training received: _____

5. Design and conduct of the training activity

a. Was there a "tailor-made" design generated for the training based on an assessment of your needs?
Yes _____ No _____

(Comment) _____

b. Were competencies to be achieved established prior to the start of the training? Yes _____ No _____

(Comment) _____

c. Did you have any input on the design of the training?

Yes _____ No _____

(Comment) _____

d. Was the training carried out in an effective manner?

Yes _____ No _____

(Comment) _____

C. INTERNSHIP ONLY

1. Did training plan provide an opportunity to rotate through a series of experiences? Yes _____ No _____

(Comment) _____

APPENDIX IIB-4
(continued)

2. Did skilled craftsmen check your performance to ensure that you had achieved an acceptable skill level?
Yes _____ No _____.

(Comment) _____

3. Was the location site of the training typical of the Belize trade or industry? Yes _____ No _____

(Comment) _____

D. ACCOMPLISHMENT AND IMPACT

1. Describe the main benefit you received from participating in the training.

2. Describe things that you do differently in your assignment as a result of participating in the training.

3. What aspects of the training were the most helpful?

APPENDIX IIB-4
(continued)

4. What are your recommendations for MOE to improve its training/leadership activities for teachers and administrators?

5. Other remarks

E. PROFESSIONAL DEVELOPMENT

1. Did you participate in the Belize Vocational Association Convention? Yes _____ No _____

2. What were the major benefits to you as a result of participating?

3. In what ways have BVA's meetings and publications been helpful?

4. What other professional activities have you been involved with, e.g.:

Writing for publication _____
Being interviewed - radio/TV _____
Development of student clubs _____
Other _____

APPENDIX IIB-5

Procurement: Encumbered Funds and Unencumbered Funds

ENCUMBERED FUNDS

V/T UNIT UPDATED INFORMATION

Catering

18,000 (SPENT) + 1,000 shelf items 19,000

Radio & T.V. Servicing

49,063.19 (Spent) + 4,000 test equipment 54,000

V/T Unit Support

15,474 (spent) camera, video stuff, not yet in, nor have GE awarded bids on at least 12 - 14,000 worth of computer equipment. We will stick with original quote. 29,000

Carpentry

Original bids came in at 34,000. There is a rebid and we can assume a small increase. +4,000 ? 38,000

Business Studies

Some bids are in for equipment specified. Our new quote is 45,000. 45,000

Diesel Mechanics

An equipment list has been prepared. Once the bid goes out and is returned we will limit spending at around 40,000 if necessary. 40,000

Residential Electricity (Instructional materials) 300

TOTAL ENCUMBERED 225,300 US

APPENDIX IIB-5
(continued)

PROCUREMENT PLAN FOR
UNENCUMBERED FUNDS

MOE intend to further equip the following programmes from project funds:-

Air Conditioning/Refrigeration	27,000
<u>Machine Shop Tools</u>	
We have a bid response of 15,300 for 3 lathes and 1,900 for 1 band saw = 17,200. Because GE didn't receive any valid bids (all out of country and one out of sight-cost wise) we assume the cost will be higher.	27,000
<u>Auto Mechanics</u>	
Purchase of handtools from PADF	26,500
<u>Auto Body</u>	
Purchase of handtools from PADF	10,000
<u>Distributive Education</u>	
13,000 for the program basics, however, we could spend more quite easily if funds become available.	13,000
TOTAL UNENCUMBERED	103,500
GRAND TOTAL	328,800
SHIPPING (10%)	32,880
	<hr/>
	361,680
	<hr/> <hr/>

APPENDIX IIB-6

MOE COMPONENT

List of Persons Interviewed

1. Patrick Bernard, Permanent Secretary, Ministry of Education
2. Joslyn A. Nembhard, Chief Education Officer, Ministry of Education
3. Cecil Reneau, Vocational/Technical Education Officer, Ministry of Education
4. Ivan Flowers, Vocational Training Center, Belize City
5. Owen Morrison, Belize Technical College, Belize City
6. Rosendo Urbina, Escuela Mexico, Corozal
7. Dr. Laverne Cook, General Electric
8. Richard Joseph, General Electric
9. Mrs. Hyde, Ministry of Economic Development
10. Dr. Santos Mahung, Belize Institute of Management
11. Denton Belisle, BEIPU
12. Mary Ellen Tanamly, General Development Officer, USAID/Belize
13. Cynthia Franklin, Education Project Manager, USAID/Belize
14. Alexander Cosmos, Teacher, Radio/TV, Vocational Training Center
15. Michael Sanchez, Teacher, Building Trades, Belize Technical College
16. Wayne Godoy, Teacher, Electronics, Belize Technical College
17. L. Moguel, Teacher, Engineering, Belize Technical College
18. Peter Dacoff, Teacher, Residential Wiring, Vocational Training Center
19. Hallett August, Teacher, Auto., Vocational Training Center
20. Ana Gomez, Teacher, Business, Escuela Mexico
21. Habibohav Kar, Teacher, Diesel, Escuela Mexico

APPENDIX IIB-6
(continued)

22. Steve Wright, Teacher, Building Trades,
Belize Technical College
23. Douglas Morrison, Teacher, Drawing, Belize Technical College
24. Faustino Zul, Teacher, Woodworking,
Orange Walk Technical School
25. Marlon Tut, Teacher, Agriculture, Orange Walk Technical School
26. Carlos Itza, Teacher, Woodworking, MTHS
27. Rodolfo Bol, Teacher, Agriculture, MTHS
28. Nemencio Acosta, Teacher, Accounting, Escuela Mexico
29. Ronald Geban, Teacher, Carpentry, Vocational Training Center
30. Tiburcio Rodriguez, Teacher, A/C, Refrigeration, Plumbing,
Vocational Training Center
31. John F. Suazo, Teacher, Agriculture, Escuela Mexico
32. Students at various schools

APPENDIX IIC-1

MED COMPONENT

List of Persons Interviewed

1. Mrs. Sandra Bedran, General Manager,
Development Finance Corporation
2. Mr. Gerald Henry, P.S., Establishment Department
3. Mrs. Elizabeth Chavarria, Chief Training Officer,
Establishment Department
4. Mr. Harriot Topsey, Archaeological Commissioner,
Department of Archaeology, Ministry of Education
5. Mrs. Lydia Roland, Director of Immigration and Nationality,
Ministry of Home Affairs
6. Mr. Oscar Rosado, Chief Forest Officer,
Ministry of Agriculture
7. Mr. Rodney Neal, P.S., Ministry of Agriculture
8. Mr. Windell Parham, Policy Analyst, Ministry of Agriculture
9. Mrs. Loraine Magdaleno, Personnel Officer,
Ministry of Agriculture
10. Mrs. Yvonne Hyde, P.S., Ministry of Economic Development
11. Mr. Richard Joseph, Chief of Party/Public Administration
Specialist, G. E. Service contract
12. Mrs. Eleanor Hall, P.S., Ministry of Labor and Social Services
13. Mr. Frank Pandey, Controller of Customs, Department of Customs
14. E. Aguilar, Training Officer, Department of Customs
15. Ms. June Heusner, Deputy Manager, Belmopan Convention Hotel
16. Mr. Vincent Gillett, Fisheries Administrator,
Ministry of Agriculture
17. Mr. Crescencio Sosa, P.S., Ministry of Commerce,
Industry and Tourism
18. Mrs. Burma Jarvis, Sales and Production Officer,
Belize Cottage Industries, Bureau of Women's Affairs

APPENDIX IIC-1
(continued)

19. Miss Jennett Myvett, Women's Development Officer, Bureau of Women's Affairs (Belize District)
20. Mr. Keith Wright, Registrar of Cooperatives and Credit Unions, Ministry of Industry, Commerce and Tourism

APPENDIX IIC-2

MED COMPONENT

A List of Management Training Needs Assessments Surveys

<u>Agency</u>	<u>Date Completed</u>
1. Belize Tourist Bureau	December 1987
2. Belize Department of Customs	May 1988
3. Ministry of Commerce, Industry, Tourism and Cooperatives	March 1988
4. Fisheries Dept., Ministry of Agriculture	October 1987
5. Belize Dept. of Forestry, Ministry of Agriculture	November 1987
6. Dept. of Cooperatives and Credit Unions	January 1988
7. Ministry of Labor and Social Services -- Handicraft and Cottage Industries	October 1987
8. Department of Immigration and Naturalization	August 1988
9. The Ministry of Economic Development	December 1987
10. Forestry Management, Ministry of Agriculture	December 1987
11. Belmopan Convention Hotel	January 1988
12. Development Finance Corporation	January 1988

APPENDIX IIC-3

MED COMPONENT

A Comparison of Assessment Needs (Identified Managers)
With Training Received (Trained Managers) to Date (Sept. 30, 1988)
For 12 Target G.O.B. Agencies

<u>Target Agencies</u>	<u>Identified Managers</u>	<u>Trained Managers</u>	<u>% Trained</u>
1. Belize Tourist Bureau	19	2	10%
2. Belize Dept. of Customs	79	33	41%
3. Ministry of Commerce, Industry and Tourism	18	2	11%
4. Fisheries Dept., Ministry of Agriculture	25	0	0%
5. Dept. of Forestry, Ministry of Agriculture	49	8	16%
6. Dept. of Co-ops and Credit Unions	18	6	33%
7. Handicraft and Cottage Industries, Ministry of Labor & Social Services	32	0	0%
8. Department of Immigration and Nationality	33	10	30%
9. Ministry of Economic Development	37	4	11%
10. Forestry Management, Ministry of Agriculture	65	0	0%
11. Belmopan Convention Hotel	25	11	44%
12. Development Finance Corp.	<u>92</u>	<u>115</u>	<u>125%</u>

(9 target agencies) Totals: 492 191

Non-Target Agencies:

42 total 0 206 52%

Total Trained (target and non-target): 397

% of Total Trained from Identified Target Agency Managers: 48%

% of Total Trained from Non-Target Agencies: 52%

APPENDIX IIC-3
(continued)

A Management Training Needs Assessment

A. Belize Tourist Bureau - December 1987

	<u>Position/Title</u>	<u>Course Title</u>	<u>Type</u>
1.	P.S., Ministry of Commerce	Integrated Participant Training	Integrated Participant Training
2.	BTB Gen. Secretary	Supervisory Mgmt.	BIM Seminar
3.	BTB Gen. Secretary	Hospitality for Tourists	"
4.	Cashier	"	"
5.	Marketing & Promotion	"	"
6.	Planning & Developmt.	"	"
7.	Hotel Inspector	"	"
8.	Administrative Asst.	Eff. Ex. Secty. & Admin. Asst.	"
9.	Hotel Inspector	Accounting	Special Des. Course
10.	Cashier	"	"
11.	New Position	Marketing & Promotion (New)	Participant Training
12.	New Position	Planning & Development (New)	"
13.	P.S. Min. Commerce	Integrated Participant Training	Integrated Partic. Trg.
14.	Marketing & Promotion	"	"
15.	"	"	"
16.	Planning and Dev.	"	"
17.	BTIA Members (#?)	"	"

TOTAL: 17 + 2 = 19

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APPENDIX IIC-3
(continued)

NOTE: 10% was added arbitrarily to cover depts. where several managers were identified.
? = unknown number of participants.

B. Belize Department of Customs - May 1988

<u>Position</u>	<u>Course Title</u>	<u>Type</u>
1. Comptroller of Customs	Contemporary Mgmt. Techniques	BIM Seminar
2. "	Customs and Excise Administration	5 Months, G.G.U. Conf.
3. Asst. Comptroller (2)	Fundamentals of Mgmt. or Contemporary Mgmt. Techniques	BIM Course
4. Asst. Comptroller (New)	Principles of Personnel Mgmt.	BIM Course
5. Asst. Comptroller (3)	Customs and Excise Administration	5 Months, G.G.U. Conf.
6. Collector of Customs (5)	Fundamentals of Management	BIM Course
7. " " " (5)	Train the Trainers	BIM Course
8. " (5)	Customer or Public Relations	BIM Course
9. Sr Customs Examiner (12)	Public Relations	BIM Seminar
10. Grade I Examiner (?)	Public Relations	BIM Seminar
11. Sr Customs Examiner (12)	Train the Trainers	BIM Course
12. " (12)	Supervisory Mgmt.	BIM Course
13. " (12)	Finance & Acctg. for Non-financial Mgrs.	BIM Course
14. Grades I & II Examiners (?)	Public Relations	BIM Seminar

APPENDIX IIC-3
(continued)

15.	"	(?)	Finance & Acctg. for Non-financial Mgrs.	BIM Course
16.	Accountant		St.John's Sixth Form Evening	St.John's Evening
17.	Various Officers	(?)	General Intro. to Computers	BIM Course
18.	Various Officers	(?)	DataBase Analysis	BIM Course
19.	Various Officers	(?)	Spread Sheet Analysis	BIM Course
20.	Various Departments		Plan & Install Computers	Short-term Tech. Asst.
21.	"		Records & DataBase	"
22.	"		Revise Financial Mgmt.	"
23.	"		Gen.CustomsProcedures	"
24.	"		Tax Structure Examination	Long-term Tech. Asst.

TOTAL: 71 + 8 = 79

C. Ministry of Commerce

	<u>Position</u>	<u>Course Title</u>	<u>Type</u>
1.	Permanent Secretary	Inter. Inst. Eff. Mgmt. & Decision	N. Illinois University
	" (either course)	Mgmt. Skills Dev.	World Trade Inst.
2.	"	Marketing Mgmt.	Int. Mktg. Institute Boston College
		ExportMarket/ Entry Strategy	World Trade Inst.
3.	Asst. Secretary	Supervisory Mgmt.	BIM Course

APPENDIX IIC-3
(continued)

	Principles of Personnel Mgmt.	BIM Course
	Train the Trainers	BIM Course
	The Effective Executive Secretary	BIM Course
stds.	Quality Control Standards	Participant Training
	StudyTour, Bureau of Stds.	Regional Bureau of Stds.
rator	Supervisory Mgmt.	BIM Course
bl	Supervisory Mgmt.	BIM Course
fficer(?)	Public Relations	BIM Seminar
rator	"	"
Officer	"	"
fficers (4)	"	"
rs Officer	"	"
= 20		

Department, Ministry of Agriculture-October1987

	Course Title	Type
	Fundamentals of Administrator Management	BIM Course
	Mgmt. by Objectives	BIM Course
	Grantsmanship	Consultant
er	Data Bases	BIM Course

APPENDIX IIC-3
(continued)

5.	"	Spreadsheets	BIM Course
6.	"	Extension Admin.	5-day seminar MOA
7.	Fisheries Officer, Q.C.	Fundamentals of Management	BIM Course
8.	Asst. Fisheries Officer, R&D	Data Bases	BIM Course
9.	"	"	"
10.	"	Spreadsheets	BIM Course
11.	"	"	"
12.	"	Data Base & Spreadsheet	Consultant
13.	"	"	"
14.	"	Research Project Design and Proposal Writing	Special Request
15.	Technician -Statistics	Data Bases	BIM Course
16.	Technician -Aquaculture Res.	"	"
17.	Technician -Statistics	Spreadsheets	BIM Course
18.	Technician -Aquaculture Res.	"	"
19.	Inspector	Gen. Public Rel.	"
20.	Coxswain	Gen. Public Rel.	BIM Course
21.	Accountant	DataBases	"
22.	Secretary	Word Processing	"

TOTAL: 22 + 2.2 = 25

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APPENDIX IIC-3
(continued)

E. Belize Department of Forestry--
Ministry of Agriculture--Nov. 1987

	<u>Position</u>	<u>Course Title</u>	<u>Type</u>
1.	Chief Forest Officer	Exec. Leadership	BIM Course
2.	Principal Forest Officer	Mgmt. by Objectives	BIM Course
3.	"	Executive Leadership	"
4.	Division Forest Officers (Sr.)	Fundamentals of Mgmt.	"
5.	"	Forest Industries Mgmt. Dev. Prog.	U. Tenn. B. Mgt. 2 wks
6.	"	Fundamentals of Management	BIM Course
7.	Forest Officer, Res. & Mgmt.	Data Base Mgmt.	"
8.	"	Spread Sheets	"
9.	"	Fundamentals of Mgmt.	"
10.	"	Design Writing of Research Prof.	Consultant
11.	DFO-Western Div.	"	"
12.	Foresters (3)	Supervisory Mgmt.	"
13.	Forest Rangers (8)	Supervisory Management (Special)	Forestry Consultant
14.	Forest Guards (20)	"	"
15.	Belmopan Woodwork Shop Supervisor	Fundamentals of Mgmt. or Supervisory Management	BIM Courses
16.	Director Cockscomb Basin Jaguar Preserve	Supervisory Mgmt.	BIM Course

TOTAL: 16 + 19 + 7 + 2 = 44 + 4.4 = 49

APPENDIX IIC-3
(continued)

F. Department of Co-operatives and Credit Unions-January 1988

	<u>Position</u>	<u>Course Title</u>	<u>Type</u>
1.	Registrar	Org. & Mgmt. Dev.	USDA30days
2.	"	Exec. Leadership	BIM Course
3.	Asst. Registrar	Small Farmer Credit and Policy Admin.	USDA
4.	"	Mgmt. by Objective	BIM Course
5.	All Co-op. Dept. Officers (?)	Auditing techniques & Present. of Financial Records	Consultant (intro)
6.	" (?)	"	"
7.	" (?)	Train the Trainers	BIM Course
8.	Ed. Co-op Officer	Co-op Dev & Mgmt. Seminar (13 wks)	U. Center for Co-op, U. Wisc.
9.	Asst. Registrar	Starting & Running a Small Business	BIM Course
10.	Inspr. Co-op Records	"	"
11.	Fisheries Co-op Officer	"	"
12.	Ag. Co-op Officer	"	"
13.	Sr. Co-op Officer	Proj. Planning for Ag. & Rural Dev.	USDA
14.	Co-op Officer	Project Implem. & Mgmt. (11 weeks)	Adm.Staf.Col. Kingston,Jamaica
15.	Dist. Co-op Officer (2)	Dev. Markets for Ag.Products (Colorado State)	USDA, 8 weeks

TOTAL: 16 + 1.6 = 18

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APPENDIX IIC-3
(continued)

G. Handicraft & Cottage Industries - Min.
of Labor and Social Services

	<u>Position</u>	<u>Course Title</u>	<u>Type</u>
1.	Head, Dept. Soc. Dev.	Executive Leadership	BIM Course
2.	"	Contemp. Mgmt. Tech.	"
3.	Head, Dept. of Women's Affairs	Executive Leadership	"
4.	"	Contemporary Mgmt Techniques	"
5.	Sr. Home Econ. Officer	Supervisory Mgmt.	"
6.	"	Other Supervisory Mgmt.	"
7.	"	Est./Promote Small Business	"
8.	Public Educator/Trainer	TraintheTrainers	"
9.	Home Econ. Officers (6)	General Management	"
10.	"	Accounting	"
11.	"	Small Business Dev.	"
12.	Youth Organizers (2)	General Management	"
13.	"	Accounting	"
14.	"	Small Business Dev.	"
15.	Dist. Welfare and Comm. Dev. Officers (6)	General Management	"
16.	"	Accounting	"
17.	"	Small Business Dev.	"
18.	Home Economics Officers(6)	Strategies to Facilitate Women's Participation	Special Course

APPENDIX IIC-3
(continued)

19.	Sales & Prod. Officer for Cottage Industries	Apprenticeship in handicraft outlet operation	Special Course
20.	Home Economics Officers(6)	Strategies to Facilitate Women's Participation	Special Course
21.	Sales & Prod. Officer for Cottage Industries	Train the Trainers	BIM Course
22.	Home Econ. Officer (Pilot Craft/Nutrition Center)	Train the Trainers	BIM Course

TOTAL: 22 + 5 + 5 + 1 + 5 = 38 + 3.8 = 42

H. Department of Immigration & Nationality-August 1988

<u>Position</u>	<u>Course Title</u>	<u>Type</u>
1. Director of Immi- gration & Nationality (either course)	General Mgmt. Course or Inter. Inst. for Effective Management	ASC, Jamaica 12weeks
"	Mgmt. Skills Dev.	World Trade Inst. 2 wks
2. "	Project Mgmt.	BIM Course
3. "	Fundamentals of Mgmt.	"
4. "	Contemp. Mgmt. Techniques	"
5. "	Executive Effectiveness	"
6. "	Fundamentals of Acctg.	"
7. "	How to Use the Personal Computer	"
8. Assistant Secretary	Supervisory Management	"
9. "	Principles of Personnel Management	"

APPENDIX IIC-3
(continued)

10.	"	Performance Appraisal	"
11.	"	Train the Trainer	"
12.	Sr., Immigration Officers(2)	Supervisory Mgmt.	"
13.	"	Train the Trainer	"
14.	"	Public Relations for Managers	"
15.	Sr. Immigration Officer (1)	Data Base Mgmt.	"
16.	Immigration Officers (?)	Public Relations	"
17.	Immigration Officers (at airport) (?)	Public Relations for Managers	"
18.	"	Supervisory Mgmt.	"
19.	Immigration Officers (at airport) (?)	Train the Trainer	BIM Course
20.	" (2)	Public Relations for Managers	"
21.	Refugee Administrator	Supervisory Mgmt.	"
22.	"	PR for Managers	"
23.	"	Project Management	"
24.	Passport Officer (PP)	Supervisory Mgmt.	"
25.	"	PR for Managers	"
26.	All other PP & RA	Public Relations	"
27.	Administrative Asst.	Effective Exec. Secty.	"
28.	Accountant	For You Finance Mgrs., Fundamentals of Budgeting	"

TOTAL: 28 + 1 + 1 = 30 + 3 = 33

APPENDIX IIC-3
(continued)

I. The Ministry of Economic Development - December 1987

	<u>Position</u>	<u>Course Title</u>	<u>Type</u>
1.	Permanent Secretary	Project Cycle	Special Course
2.	"	Financial Mgmt.	"
3.	"	Public Budgeting	"
4.	"	Lotus 1, 2, 3	"
5.	"	D Base III	"
6.	"	Word Processing	"
7.	"	Top Mgmt. Conf.	BIM Course
8.	"	Contemporary Mgmt Techniques	"
9.	"	Mgmt. by Objectives	"
10.	Senior Planner	Project Cycle	Special Course
11.	"	Financial Mgmt.	"
12.	"	Public Budgeting	"
13.	"	Lotus 1, 2, 3	"
14.	"	D Base III	"
15.	"	Word Processing	"
16.	Sr. Investment Officer	Financial Mgmt.	"
17.	"	Lotus 1, 2, 3	"
18.	"	D Base III	"
19.	"	Word Processing	"
20.	Investment Officer	Project Cycle	"
21.	"	Financial Mgmt.	"
22.	"	Lotus 1, 2, 3	"
23.	"	D Base III	"

APPENDIX IIC-3
(continued)

24.	Investment Officer	Word Processing	Special Course
25.	Development Coordinator	Project Cycle	"
26.	"	Financial Mgmt.	"
27.	"	Lotus 1, 2, 3	"
28.	"	D Base III	"
29.	"	Word Processing	"
30.	Administrative Asst.	Word Processing	"
31.	"	Effective Executive BIM Secty/Admin Asst.	Course
32.	Secretary Asst.	Word Processing	Special Course
33.	Accounts Clerk	D Base III	"

TOTAL: 33 + 3.3 = 37

J. Forestry Management - Min. of Agriculture - December 1987

	<u>Position</u>	<u>Course Title</u>	<u>Type</u>
1.	Permanent Secretary	Org. & Mgmt. Dev.	USDA 5 wks
2.	"	Exec. Leadership	BIM Course
3.	Chief Agricultural Off.	Fundamentals of Mgmt.	"
4.	"	Mgmt. by Objectives	"
5.	Officer in Charge, Central Farm	Fundamentals of Mgmt.	"
6.	"	Mgmt. by Objectives	"
7.	Principal Veterinary Officer	Fundamentals of Mgmt.	"
8.	"	Mgmt. by Objectives	"
9.	"	Spreadsheet	"

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APPENDIX IIC-3
(continued)

10.	"	DataBase	"
11.	Officer in Charge, Veterinary Lab	Fundamentals of Mgmt.	"
12.	Analytical Chemist	Fundamentals of Mgmt.	"
13.	All Vet. Officers- Animal Health (?)	Fundamentals of Mgmt.	"
14.	Officer in Charge, Veterinary Lab	Mgmt. by Objectives	"
15.	Analytical Chemist	Mgmt. by Objectives	"
16.	All Vet. Officers- Animal Health (?)	Mgmt. by Objectives	"
17.	All Vet Officers (?)	Spreadsheet	"
18.	All Technicians	Data Base	"
19.	Sr. Lab Technicians (?)	Supervisory Mgmt.	"
20.	Policy Analyst	Ag. Proj. Design, Implementation and Evaluation	Consultant
21.	Agricultural Economist	Ag. Proj. Design, Implementation and Evaluation	"
22.	"	Basic Ag. Survey Statistics & Methods	USDA 6wks
23.	Policy Analyst	Spreadsheet	BIM Course
24.	Principal Ag. Officer	Data Base	"
25.	"	Ag. Proj. Design, Implementation and Evaluation	Consultant
26.	District Agriculture Officers (6)	Extension Administration	Consultant
27.	Agriculture Extension Officers I II III	Credit and Financial Mgmt.	Special Course

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APPENDIX TIC-3
(continued)

28.	Head, Extension Admin.	Extension Admin.	Consultant
29.	Extension Officer, Super. Ed. (?)	Train the Trainers	BIM Course
30.	Central Farm Section Hds. (?)	Supervisory Mgmt.	BIM Course
31.			
32.	Finance Officer	Data Base	BIM Course
33.	Accountant	"	"
34.	Clerks (4)	"	"
35.	Clerks (4)	Word Processing	"
36.	Finance Officer	Fundamentals of Mgmt.	"
37.	Administrative Asst.	The Effective Exec. Secty/Admin Asst.	BIM Course
38.	"	Principals of Per- sonnel Management	"
39.	"	Word Processing	"
40.	Administrative Asst.	Data Base Mgmt.	"
41.	"	Spreadsheet	"
42.	Ag. Info. Officer	Word Processing	"
43.	"	Data Base Mgmt.	"
44.	"	Spreadsheet	"
45.	Ag. Officer Extension Info. Service	Word Processing	"
46.	"	Data Base Mgmt.	"
47.	"	Spreadsheet	"

APPENDIX IIC-3
(continued)

48.	All Typists, Clerk Typists, Secretaries and Stenographers of MOA (?)	Word Processing	"
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TOTAL: 48 + 3 + 3 + 5 = 59 + 5.9 = 65

K. Belmopan Convention Hotel - January 1988

	<u>Position</u>	<u>Course Title</u>	<u>Type</u>
1.	Deputy Manager	Supervisory Mgmt.	BIM Course
2.	Asst. Manager	"	"
3.	Accountant (to be hired)	Accounting	Acct. & Legal Executives
4.	Deputy Manager	"	"
5.	Asst. Manager	"	"
6.	Accountant	Finance & Acctg. for Non-Financial Managers	BIM Course
7.	Deputy Manager	"	"
8.	Asst. Manager	"	"
9.	Accountant	Customer Relations	"
10.	Deputy Manager	"	"
11.	Asst. Manager	"	"
12.	Deputy Manager	Hospitality for Tourists	"
13.	Asst. Manager	"	"
14.	All Food Prep and Service Staff (9)	Food Preparation Esc. Mexico	M.O.E.V.T.

TOTAL: 14 + 8 = 22 + 2.2 = 25

APPENDIX IIC-3
(continued)

L. Development Finance Corporation - January 1988

	<u>Position</u>	<u>Course Title</u>	<u>Type</u>
1.	All Staff-Admin. Division()	Word Processing	BIM Course
2.	All Staff-Loan Admin. Div.()	"	"
3.	All Senior Managers	Spreadsheet	"
4.	"	Data Base Mgmt.	"
5.	All Heads of Div.()	Spreadsheet	"
6.	"	Data Base Mgmt.	"
7.	All Staff-Registry Office()	Spreadsheet	"
8.	All Staff-Accounts Admin.()	"	"
9.	All Staff-Economics Admin. ()	"	"
10.	All Staff-Loans Admin. ()	"	"
11.	All Staff-Agriculture Adm.()	"	"
12.	All Staff-Industry Div. ()	"	"
13.	All Staff-Registry Office()	Data Base Mgmt.	"
14.	All Staff-Accounts Admin.()	"	"
15.	All Staff-Economics Admin.()	"	"
16.	All Staff-Loans Admin.()	"	"

APPENDIX IIC-3
(continued)

17.	All Staff-Agriculture Adm.()	"	"
18.	All, Staff-Industry Div.	Data Base Mgmt.	BIM Course
19.	Asst. Gen. Manager	Inter. Loan Negotiating and Renegotiating	Int. Law Inst. 4 weeks
20.	Internal Auditor	Info Systems Auditing, Concepts & Applications	Inst. Internal Auditors, Orlando
21.	"	Fraud detection	"
22.	Head. Ag. Division	Mgmt. by Objectives	BIM Course
23.	"	Fundamentals of Mgmt.	"
24.	Asst. Hd. Ag. Div.	Mgmt. by Objectives	"
25.	"	Fundamentals of Mgmt.	"
26.	Ag. Div. Project Officers (6)	Loan Proposal Prep. and Appraisal	Consultant
27.	Ag. Div. Field Officers()	"	"
28.	Head Ag. Division	"	"
29.	Asst. Hd. Ag. Div.	"	"
30.	Project Officer, Stann Creek	Proj. Implementation & Mgmt. Course (11 wks)	Adm Staff Coll. Jamaica
31.	Field Officer, Toledo District	"	"
32.	Field Officer, Cayo District	Spreadsheet	BIM Course
33.	"	Data Base Mgmt.	"
34.	Head, Industry Div.	Loan Proposal Prep. and Appraisal	Consultant
35.	Project Officers-Ind. Div. (3)	"	"

APPENDIX IIC-3
(continued)

36.	Staff-Industry Division (4)	Fundamentals of Management	BIM Course
37.	Project Officer- Ind. Div.	The Design of Information Systems	Computer Consultant
38.	Field Officer- Ag. Div.	"	"
39.	Head-Accounts Div.	Fundamentals of Management	BIM Course
40.	Asst. Accountants (2)	Supervisory Mgmt.	"
41.	Asst. Acct. and all Bookkeepers ()	The Design of Information Systems	Computer
42.	Head, Economic Division (12wks)	Est. Data Bases and Analytical Systems	USDA Course
43.	"	One-week course	Computer Consultant
44.	Economist, Econ. Div.	"	"
45.	Proj. Officer, Econ. Div.	"	"
46.	Statistical Clerk, Econ. Division	"	"
47.	Head, Econ Division	Fundamentals of Management	BIM Course
48.	Economist	"	"
49.	Head, Loan Div.	"	"
50.	"	M.B.O.	"
51.	Asst. Hd. of Econ. Div.	Word Processing	"
52.	Legal Assistant. Econ. Div.	"	"
53.	Insurance Clerk, Econ. Div.	"	"

APPENDIX IIC-3
(continued)

54.	Asst. Head of Div., Econ. Div.	Design and Use Document comp., storage, filing, and retrieval	Computer Consultant
55.	Legal Asst., Econ.Div.	Design and Use Document Comp., storage, filing, and retrieval	Computer Consultant
56.	Insurance Clerk, Econ Div	"	"
57.	Building Inspector	Supervisory Mgmt.	BIM Course
58.	Secretary.,Adm. Div.	Principles of Personnel Mgmt.	"
59.	"	Supervisory Mgmt.	"
60.	Registry Officer, Econ. Div.	Spreadsheet	"
61.	"	Data Base	"
62.	"	1-week special course	Computer Consultant
63.	Registry clerk, Econ. Div.	"	"
64.	"	Spreadsheet	BIM Course
65.	"	DataBase	"

TOTAL: 65 + 1 + 3 + 5 + 2 = 76 + 20% = +16 = 92

NOTE: 20% was added to total to cover unknowns, i.e., "All Staff."

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APPENDIX IIC-4

MED COMPONENT

Summary of Management Training Needs Assessments

<u>Organization</u>	<u>Managers Recommended for Training</u>	<u>Courses Recommended</u>
1) Belize Tourist Bureau	19	17
2) Belize Dept. of Customs	79	24
3) Ministry of Commerce, Industry, Tourism and Cooperatives	18	15
4) Fisheries Department, Ministry of Agriculture	25	22
5) Belize Dept. of Forestry, Ministry of Agriculture	49	16
6) Dept. of Cooperatives and Credit Unions	18	15
7) Handicraft & Cottage Industries, Ministry of Labor and Social Services	32	22
8) Dept. of Immigration and Naturalization	33	22
9) Ministry of Economic Development	37	33
10) Ministry of Agriculture	65	48
11) Belmopan Convention Hotel	25	14
12) Development Finance Corporation	<u>92</u>	<u>65</u>
	TOTALS (A)	492
		313

(A) Several managers were identified for more than one course.

NOTE: 10% was added to Manager-course totals for all organizations to cover growth, unknowns (number sent from some depts.) except DFC where 20% was added.

Note also that the same seminar on training may have been recommended for more than one Ministry or Agency.

APPENDIX IIC-5

MED COMPONENT

Listing of GOB Officers' Attendance at BIM Seminars
by Ministry and Title (thru 9-30-88)

<u>Ministry</u>	<u>Name/Title</u>	<u>No.</u>	<u>Subject</u>
MOE	P.S.	1	Top Management Conference
MOE	Flowers/Voc- Tech	1	Fundamentals of Budgeting for Non-financial Mngrs.
MOE	Neal/1st Cl. Clerk	1	Improving your Business Skills
MOE		1	Dev. & Impl. of an Effective Employee Appraisal System
	Total:	4	Total: 4
M. Nat. Res.	P.S.	12	Top Management Conference
"	Castellanos		Supervisory Management
"	Emmanuel		Fleet Control: Motor Vehicles
"	Gideon		"
"	Gillett		"
"	Pascascio		Improve your Business Writing Skills
M. Nat. Res., Geol & Pet.	Garcia		Supervisory Management
M. Nat. Res., Lands & Survey	Lorenzo		"
	Total:	19	Total: 8

Note: Information extracted from course graduate lists provided by G.E.

APPENDIX IIC-5
(continued)

<u>Ministry</u>	<u>Name/Title</u>	<u>No.</u>	<u>Subject</u>
M. Econ. Dev.	P.S./Hyde	1	Contemporary Management Techniques
"	P.S./Hyde, Y.	1	Top Management Conference
"	Espat	1	Project Mgmt: Planning, Scheduling and Control
"	Paredes	1	"
	Total:	4	Total: 4
Manager, Belize Mkting Board	S. Bedran	1	Top Management Conference
AGM. DFC	D. Leslie		Top Management Conference
DFC	Staff	11	How to Use Your Personal Computer
"	"	2	Effective Business Planning
"	"	6	Word Perfect
"	"	6	How to Use Your Personal Computer
"	"	3	Finance & Accounting for Non-Financial Managers
"	"	3	Prog. Mgmt: Planning Scheduling CoOntrol
"	"		Executive Effectiveness
"	"	3	Supervisory Management
"	"	8	Using Word Perfect
"	"	4	Supervisory Management
"	"	1	Computer Maintenance
"	"	15	Dev. and Impl. an Effective Employee Appraisal System
"	"	15	Project Appraisal

APPENDIX IIC-5
(continued)

"	"	4	Dev. and Impl. an Effective Employee Appraisal System
"	"	15	Customer Relations
"	"	15	Improving your Business Writing Skills
"	"	2	"
	Total:	116	Total: 18

NOTE: There were five in-country special seminar participants and five participant trainees.

Customs and Excise Dept.	Staff	4	Supervisory Management
"	"	2	"
"	"	2	Executive Leadership
"	"	2	Supervisory Management
"	"	5	Customer Service Management
"	"	8	Fundamentals of Customer Service
"	"	2	Principles of Personnel Management
"	"	2	Train the Trainers
"	"	2	Finance & Accounting for Non-Financial Managers
"	"	2	Train the Trainers
"	"	2	Warehousing and Inventory Control
	Total:	33	Total: 11

APPENDIX IIC-5
(continued)

M. of Commerce and Industry Staff	1	Principles of Personnel Management
" "	1	Supervisory Management
" "	1	Contemporary Mgmt. Techniques
" "	1	Effective Executive and Secretary/Administrative Assistant
" "	1	Supervisory Management
" "	1	"
" "	1	Dev. and Impl. an Effective Employee Appraisal System
" "	1	Improve your Business Writing Skill
	Total: 8	Total: 8
 Dept. of Women's Affairs	1	Supervisory Management
" "	1	Contemporary Mgmt. Techniques
" "	2	Improving Your Business Writing Skill
	Total: 4	Total: 3
 Belize Tourist Bureau	1	Supervisory Management
" "	1	Effective Executive Secretary/Administrative Assistant

APPENDIX IIC-5
(continued)

"	"	1	Hospitality for Tourists
	Total:	3	Total: 3
M. of Works & Housing		1	Contemporary Mgmt. Techniques
"	"	1	Principles of Personnel Management
"	"	1	Computer Maintenance
"	"	1	Fundamentals of Budgeting for Non-Financial Managers
"	"	1	Improving Your Business Writing Skills
"	"	1	Improving Your Business Writing Skills
	Total:	6	Total: 6
Belmopan Convention Hotel		4	Hospitality for Tourists
"		1	Assertiveness Training for Women
"		4	Supervisory Hotel
"		2	Train the Trainers
	Total:	11	Total: 4
	Participant Training:	1	
M. of Agriculture		31	How to Use Your Personal Computer
"		11	Word Perfect
"		2	Train the Trainers

APPENDIX IIC-5
(continued)

"	14	Supervisory Management
"	10	Effective Management
"	2	Project Appraisal
"	2	Developing and Implementing an Effective Employee Appraisal System
"	4	Improving Your Business Writing Skills
	Total:	76
		Total: 8

NOTE: There were 21 special in-country seminar participants and two involved with participant training.

Immigration and Nationality	1	Executive Effectiveness
"	3	Fundamentals of Customer Service
"	2	How to Use Your Personal Computer
"	2	Word Perfect
"	2	Supervisory Management
	Total:	10
		Total: 5

Central Statistics Office	1	How to Use Your Personal Computer
"	1	Computer Maintenance
	Total:	2
		Total: 2

Min. of Finance	1	How to Use Your Personal Computer
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APPENDIX IIC-5
(continued)

Dept. of Forestry	4	Supervisory Management
"	3	Effective Management
"	1	Improving Your Business Writing Skills
Total:	8	Total: 3

NOTE: In addition there was one in participant training and one special in-country seminar.

Belize Audubon Society	2	Supervisory Management
Central Veterinary Lab.	1	Word Perfect
Cooperatives & Credit Unions	3	Train the Trainers
"	2	Fundamentals of Marketing
"	1	Prog. Mgmt: Planning, Scheduling and Control
Total:	6	Total: 3

NOTE: In addition there were two in participant training and two for in-country seminars.

Ministry of Health	2	Assertiveness Training for Women
"	1	Supervisory Management
"	3	Fleet Control: Motor Vehicles
"	2	Improving Your Business Writing Skills
Total:	8	Total: 4

APPENDIX IIC-5
(continued)

General Post Office	1	Executive Effectiveness
"	1	Supervisory Management
Total:	2	Total: 2
 Ministry of Home Affairs	 1	 Executive Effectiveness
"	1	Supervisory Management
"	2	Improving Your Business Writing Skills
Total:	4	Total: 3
 Belize Police Department	 1	 Executive Effectiveness
"	4	Supervisory Management
"	2	Improving Your Business Writing Skills
Total:	7	Total: 3
 National Fire Service	 1	 Executive Effectiveness
 Income Tax Department	 1	 Executive Effectiveness
"	1	Dev. and Impl. an Effective Employee Appraisal System
"	1	Improving Your Business Writing Skills
Total:	3	Total: 3
 Treasury Department	 1	 Executive Effectiveness

APPENDIX IIC-5
(continued)

Reconstruction and Development Corporation	2	Supervisory Management
Bureau of Standards	1	Supervisory Management
Govt. of Belize Printery	2	Improving and Controlling Production
"	2	Supervisory Management
Total:	4	Total: 2
<u> </u> Office	1	Supervisory Management
Community Baboon Sanctuary	1	Supervisory Management
Macal Industry	1	Effective Management
Establishment Department	1	Dev. and Impl. an Effective Employee Appraisal System
"	2	Improving Your Business Writing Skills
Total:	3	Total: 2
Archaeology Department	1	Dev. and Impl. an Effective Employee Appraisal System
Princess Royal Hostel	1	Dev. and Impl. an Effective Employee Appraisal System
Prison Department	1	Dev. and Impl. an Effective Employee Appraisal System

APPENDIX IIC-5
(continued)

Supplies Control Department	3	Improving Your Business Writing Skills
Ministry of Labor and Social Services	1	Improving Your Business Writing Skills
Ministry of Electricity, Transport and Communications	1	Improving Your Business Writing Skills
Belize Dev. Invest. Ltd.	1	Improving Your Business Writing Skills
Accountant General's Dept.	1	"
Civil Aviation Department	1	"
USAID/Belize	1	"
Voice of America	1	"
National Drug Abuse	1	"
CARE/Belize	1	Improving Your Business Writing Skills
Ministry of Commerce and Industry	1	"
The Villa Hotel	1	"
The Price Control League	1	"
Belize Rural Women's Association	1	"
ACTUAL TOTAL:	397	ACTUAL TOTAL: 135
IDENTIFIED TOTAL:	492	IDENTIFIED TOTAL: 313
% COMPLETED:	80%	% COMPLETED: 43

APPENDIX IIC-5
(continued)

NOTE: The totals listed above may be inaccurate since in-country seminars and participant training were not included.

APPENDIX IIC-6

Summary and Analysis of Training

<u>No.</u>	<u>Target Agencies</u>	<u>Identified Managers</u>	<u>Trained Managers</u>	<u>Percent Trained</u>
1.	BTB	19	5	26
2.	Customs	79	34	43
3.	MOCIT	18	17	94
4.	Fisheries	25	0	0
5.	Forestry	49	10	20
6.	Cooperatives	18	10	56
7.	MOLSS	32	6	19
8.	Immigration	33	10	30
9.	MED	37	4	11
10.	MIDA	65	100	154
11.	Convention Hotel	25	12	48
12.	DFC	92	126	137
12	Target Agency Totals (includes non-BIM seminars and participant training)	492	334	68
22	Non-Target Agency Totals (BIM seminars only)	0	75	n/a

Total trained - Target + Non-Target: 409

Total GOB BIM:	366
Total Non-BIM:	29
Total PIO/P:	<u>14</u>
	409

Proportion of total target trained (334) to all GOB trained (409): 82 percent.

Proportion of total non-target trained (75) to all GOB trained (409): 18 percent.

Proportion of total target trained at BIM (291) to all GOB BIM trained (366): 80 percent.

Proportion of total non-target BIM trained (75) to all GOB BIM trained (366): 20 percent.

Note: The 366 does not include those GOB Officers trained at BIM prior to the counterpart funds being made available to all GOB officers. Also, due to the different types of training (BIM, non-BIM and participant training), the proportions which include all GOB training are perhaps not a true indication of training effort due to the differences in weights (length, depth of course). Nor for that matter are the amounts listed under "Identified Managers."

n/a - not applicable

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